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ABSTRACT

This monograph describes the various approaches to vocational training in Ireland. The report was compiled from existing statistics, various studies, and interviews with representatives of all the organizations, colleges, companies, and institutes involved in vocational training. Section 1 provides background information on political structures, population, and the economy. Section 2 begins with an historical review of the development of the Irish vocational training system. It then deals with the main areas of initial training and continuing training. Section 3 begins with a description of the regulatory framework and then presents information on the amount of training in Ireland and some estimates of expenditure on it. Statistics on training activity and expenditure by main public providers or funders of training are presented in summary form. This section also provides a brief outline of the ways in which the main training and certification organizations set about achieving their priorities. Section 4 outlines recent documents and proposals in relation to vocational training in Ireland and refers to the European dimension of training. It summarizes three main policy documents: Program for Economic and Social Progress, Industrial Policy Review Group report, and Green Paper on Education. Appendixes include the following: a list of abbreviations, names and addresses of 29 relevant organizations, important dates in the development of the training system, 16 sources, and glossary. (YLB)

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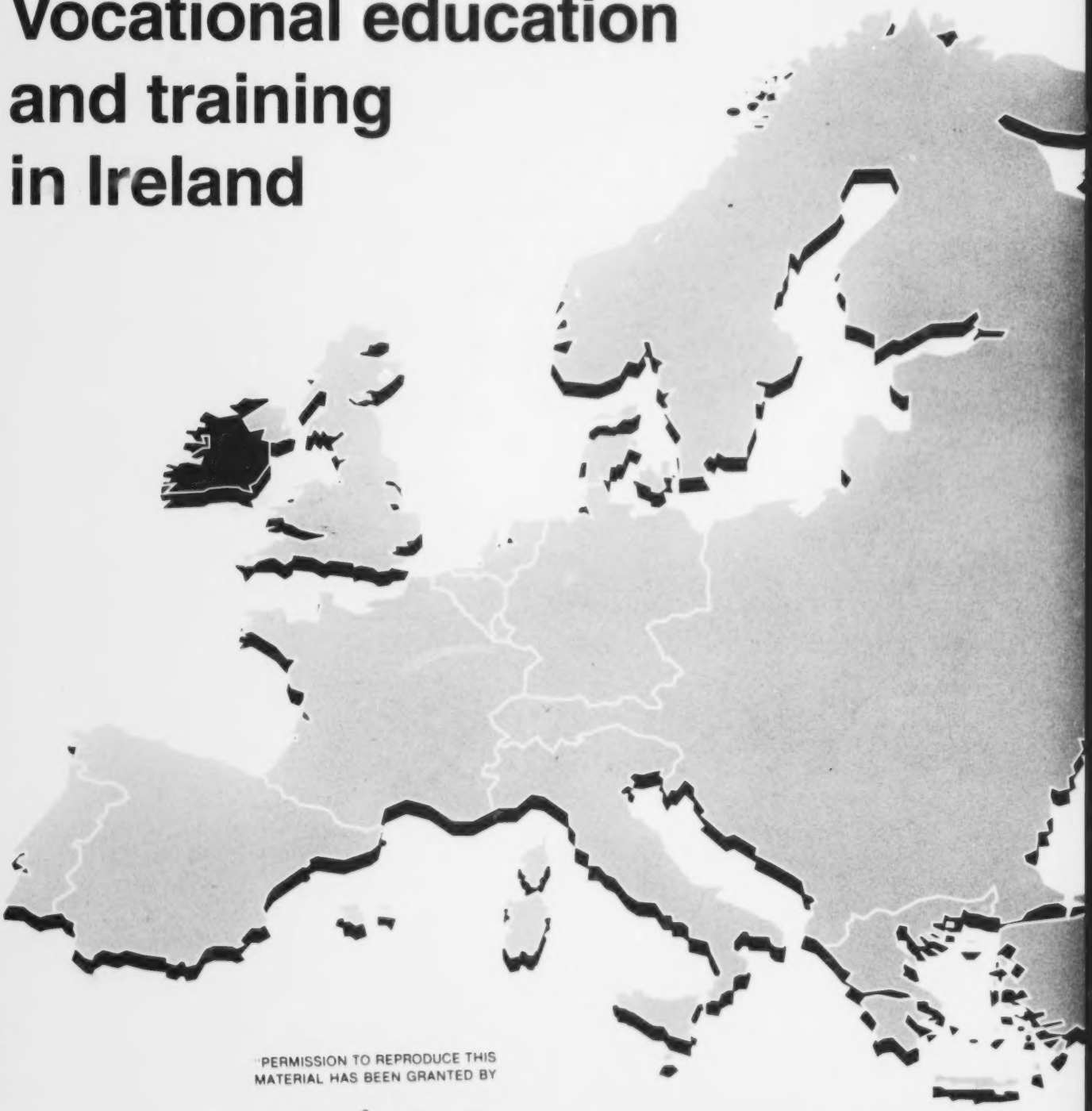

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Vocational education and training in Ireland

This monograph has been prepared by

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on behalf of
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CEDEFOP INTRODUCTION

IS THERE A SYSTEM?

Is there such a thing as a vocational training system? Strictly speaking, the answer is "no", in that a system assumes a clear set of objectives and a logical and coherent framework for policy making and execution to achieve them. In reality, vocational training, sandwiched between the education system and the demands of the labour market, caught between the different and varying social, economic, and political priorities of political parties and the social partners, and in the conflicts between different ministries and public powers, located at national, regional, and local level, does not in any of the Community Member States demonstrate the characteristics of a system.

Nevertheless, this volume and the eleven similar volumes on the other Member States constitute a third generation of CEDEFOP monographs on the training systems in the Member States. In preparing it, much has been learnt from the procedures used for, and the reaction to, the earlier monographs and the Guide to the vocational training systems, published in 1983.

CONTENT OF THE REPORTS

The present monographs have been prepared by one organization or individual in each of the Member States, following a detailed specification by CEDEFOP of the contents required. These specifications were discussed and agreed at a meeting in Berlin in May 1991.

The basic structure was designed to incorporate

a) a presentation of the administrative, demographic, and economic background in which the training system exists;
b) a brief historical review of the development of the training systems;
c) a presentation of the arrangements for initial training;
d) a presentation of the arrangements for continuing training;
e) an indication of where responsibilities for administering the system are located, including the influence of the social partners;
f) information on financing the system;
g) an indication of present trends and developments, where authors were asked, in particular, to indicate how far the system has been, or would be, influenced by Community considerations such as the creation of the Single European Market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programmes.

THE PROCESS OF PREPARATION

Authors were asked to send a copy of their draft report for comment to the members of CEDEFOP's Management Board in their country, and organizations with a major role in the training system. They were requested to incorporate the views expressed to the maximum extent possible. Whereas in general authors were asked to be descriptive and analytical, they were encouraged in the last section (g above) to express their own views.

Initial draft monographs on each of the Member States were delivered to CEDEFOP in the period between September 1991 and March 1992. As experience had led us to expect, the documents received varied considerably in their approach, content, and presentation. Between January and October 1992 CEDEFOP had a series of intensive meetings with each of the authors, in order to ensure that certain elements were added to the reports and that they respected specific rules with relation to presentation. A novel and very beneficial feature of these meetings was participation in many cases by the translators responsible for translating the volume concerned.

Following these meetings the authors revised their report on the basis of what was said during the meeting, took account of comments received, and included references to recent developments in their country.

USE OF DIAGRAMS

It had been hoped that a large number of diagrams could be developed which would be common to all the monographs, and could then be used to simplify comparisons between the Member States by the reader. These could later become the basis of additional publications, such as a guide to the training systems or particular aspects of them. However, we have found that while it is relatively easy to obtain and present statistical information on the population, the employment market, and the economy, it remains difficult not only to obtain hard and comparable data on many aspects of the education and training systems of all 12 Member States, but also to present this information in a useful diagrammatic form.

WHO ARE THE USERS?

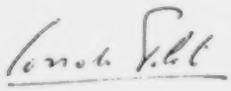
A question which came up repeatedly in the preparation of the monographs was: what is our primary user group? Our belief is that these monographs will be useful to a wide range of people active in vocational training, including policy makers, practitioners, and researchers, but also to those seeking training in another country, and needing to know the framework in which it is provided. They are therefore, in particular, geared towards the needs of those who participate, or wish to participate in any of the Community programmes involving partnerships, visits, etc. Hence the emphasis on having monographs which are not more than 100 pages in length, and which do not require reference to other documents.

LINKS WITH OTHER COMMUNITY ACTIVITIES

CEDEFOP has been anxious that this work should be seen in the context of other Community activities with relation to information on the education and training systems. CEDEFOP has been glad to participate in the joint publication with EURYDICE on "Structures of the Education and Initial Training Systems in the Member States of the European Community" available in English, French and German. The European Unit of EURYDICE, and CEDEFOP have also tried to ensure that the authors of the monographs on the training systems, and the EURYDICE units providing information for the national dossiers on the education systems, should be in contact with each other. The European Unit of EURYDICE, and CEDEFOP similarly are continuing their efforts to ensure that the products of this work should be available to a wide audience, and with this in mind are investigating possibilities of holding the information on a common automated system.

In a more general way, as indicated above, CEDEFOP considers these monographs should be useful in supporting other activities of the Community in the field of training, and through this the implementation of the new provisions, contained in articles 126 and 127 of the Maastricht Treaty.

The publication of these monographs does not mark the end of this activity. Arrangements will be made for their up-dating and their re-publication as appropriate and as resources permit. CEDEFOP would be extremely pleased to have comments on their usefulness and proposals on how they could be improved, from anybody who has occasion to use them.



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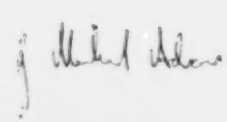

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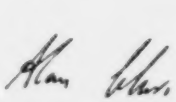

F. Alan Clarke

Berlin, November 1992

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AUTHOR'S PREFACE

This report describes the various approaches to vocational training in Ireland. The present study represents an updating and extension of earlier reports, in 1980 and 1985, both published by CEDEFOP. It was compiled from existing statistics, various studies, and interviews with representatives of all the organisations, colleges, companies and institutes included in it. Without their kind assistance and co-operation it would have been most difficult, if not impossible, to complete the study. Any errors or omissions remain the responsibility of the author.

Leo Gallaher
Planning and Research
FÁS
September 1992

BACKGROUND INFORMATION

Ireland

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1.1 Political and administrative structure

1.1.1
Ireland is a parliamentary democracy. The National Parliament (Oireachtas) consists of the President and two houses: a House of Representatives (Dáil Éireann) and a Senate. All laws passed by the Oireachtas must conform to the Irish Constitution.

1.1.2
Responsibility for education and training lies with government departments. However, in the case of certain education and training organisations, control has been devolved to regional or local areas. The country is divided into nine planning regions and twenty-six counties.

1.1.3
Ireland has been a member of the European Community since 1973. The country has an area of 70,000 sq km and a population of over three and a half million. The capital of Ireland is Dublin, in which area approximately one third of the population live. The country has a relatively high natural population growth of approximately 1% per annum and, for much of its history, has had a high rate of emigration. It has, by European standards, a large youth population and a relatively low labour market participation rate among married women. In consequence, there is a high dependency rate. Gross Domestic Product in 1991 was in the region of IEP 25 billion (1 IEP = ca. 1.3 ECU). On a per-capita basis, using purchasing power parities, Irish GDP per capita is estimated to be 63% of the European Community level.

1.2 Population

Trends

1.2.1
The total population of the Republic of Ireland is 3,523,401 as measured by the 1991 census. This figure gives the opportunity to make comparisons with the 1951 and 1971 population figures in showing the gradual upward trend over the past forty years.

1.2.2
It should be noted that every census up to 1991 showed that there were slightly more males than females (at a ratio of 1000 to 990). Recent figures however, show a reverse of this trend in that the 1991 census returns indicate a split of 1,771,012 females to 1,752,389 males.

Age Structure

1.2.3
The following table gives a very graphic account of how the population has declined, and eventually shown signs of gradual increase during the period since 1841. The devastating effects of the 1840s' famine and the resultant high death levels and emigration are starkly evident. There was a steady decline, from the 1926 census, which was halted in the early '50s. The general upward trend has taken on greater momentum during the periods from 1966 to 1991. Such an emigration reversal has been brought about by both

positive and negative factors (i.e. better career opportunities in the new industrial/service areas at home, but most recently by recessive economic situations in both the traditional US and UK labour market outlets). However, the period 1986-92 witnessed a fall in total population due to the very high level of emigration in the early years of the period.

Population, 1841-1991

Census Year	Males	Females	Total
1841*	3222	3306	6528
1901*	1610	1612	3222
1951	1507	1454	2961
1971	1496	1482	2978
1991	1752	1771	3523

Note:
The population figures shown above for the years 1841 and 1901 have been adjusted and relate only to the 26 counties that now constitute the Republic of Ireland.

Source: Central Statistics Office (CSO) Population & Labour Force Projections 1988

1.2.4

Ireland has an exceptionally high youth population. Approximately 44% of the country's people are below the age of 25. There is a growing tendency now towards smaller families so that the proportion of the population aged 14 and below is gradually decreasing. On the other hand, the age group 15-24 is showing a continuous increase.

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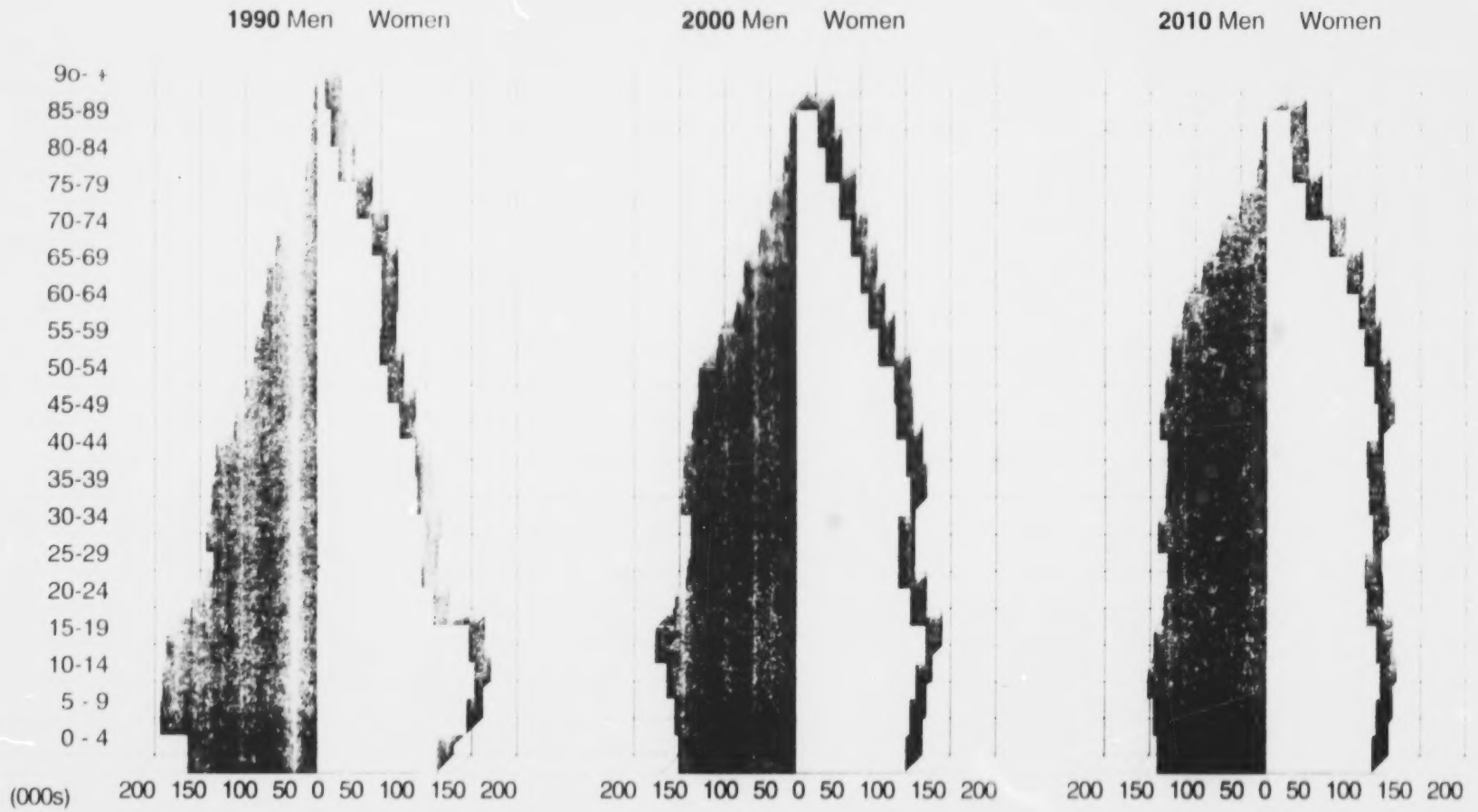
Age structure

Estimate as at 1 January 1990 — Forecast 2000 and 2010



Source: Eurostat - Demographic Statistics 1992

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The following table shows projections for the years 2000 and 2010, giving the same sex and age-group breakdown. The projections show a small decline in Ireland's population, both male and female, over the coming decades.

Projected Population by 5-Year Age Group (1000s)

	2000		2010	
Age Group	**Males**	**Females**	**Males**	**Females**
0-4	130.1	122.3	122.7	115.3
5-9	133.2	125.2	126.4	118.9
10-14	145.9	137.2	129.6	121.9
15-19	153.3	145.0	125.6	117.9
20-24	134.2	126.1	116.3	108.3
25-29	120.3	112.9	113.8	106.5
30-34	119.6	112.4	124.8	117.6
35-39	127.3	126.8	118.9	112.2
40-44	123.3	124.8	117.1	110.8
45-49	117.1	117.0	123.8	124.7
50-54	109.7	109.3	117.5	121.3
55-59	88.2	88.3	107.5	111.7
60-64	69.3	71.5	95.3	101.4
65-69	58.9	64.3	73.3	81.0
70-74	46.4	57.7	50.8	61.4
75-79	33.3	49.1	33.4	46.5
80-84	18.7	32.5	18.9	32.8
35+	10.4	23.9	11.2	28.1

Source: EUROSTAT - Demographic Statistics, 1992

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1.2.5
The following table compares Ireland's age structure with that of other EC states. Ireland has the greatest proportion of persons aged under 14 in the Community. Conversely, it has the smallest proportion of persons aged 65 or more.

Age Structure of the Population of the EC Member States 1986 (%)

	Percentage aged			
Country	**0-14**	**15-44**	**45-64**	**65+**
Belgium	18.5	44.0	23.4	14.1
Denmark	18.1	45.4	21.2	15.3
France	20.9	44.4	21.5	13.2
Germany	14.9	44.4	25.7	15.1
Greece	20.5	41.4	24.6	13.5
Ireland	28.9	43.5	16.7	10.9
Italy	18.7	43.7	14.4	13.2
Luxembourg	17.7	45.7	23.9	13.3
Netherlands	18.2	47.7	20.4	12.7
Portugal	23.0	43.1	21.7	12.2
Spain	22.6	43.3	21.8	12.2
United Kingdom	19.0	44.4	21.6	15.3

Source: Eurostat-Demographic Statistics, 1989.
Based on annual average population except Luxembourg whose data are based on population estimated on 1 January 1986.

Regional Distribution

1.2.6
In 1926, 67% of the Irish population lived in rural and 33% in urban areas. By 1951, the trend was changing and the relative figures were 57% rural as against 43% urban. The balance between rural/urban habitation has changed and the 1986 census showed that approximately 57% of the population lived in urban areas (those with a population of 1500 or more), while 43% lived in rural areas. The following table shows recent population trends in each region of Ireland. The importance of the East region comes through clearly in this table.

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1.2.7

Estimated Population by Planning Region 1979 to 1991 (1000s)

Region	1979	1984	1991
East	1254.6	1336.0	1348.4
South East	367.9	385.5	384.2
North East	190.3	197.8	198.9
Midlands	250.9	262.8	259.9
West	281.6	294.0	283.2
South West	516.3	537.0	535.2
North West	304.5	211.9	204.8
Mid West	300.3	315.0	309.4
Total	**3366.4**	**3540.0**	**3524.0**

Source: CSO, 1979-1991 Labour Force Surveys

Registered Unemployed

1.2.8

Unemployment, as measured by the number of persons signing on the Live Register (i.e. at Employment Offices), has fluctuated over the past ten years. The figures show a rapid increase from 1980 to 1985 – a rise of 96%. Unemployment remained broadly stable between 1985 and 1990 but has risen rapidly since. The latest figure (Sep. '92) for unemployment is 287,000. This represents nearly 18% of the country's labour force. It is expected that this figure will continue to increase for the foreseeable future.

The following table shows the trend in unemployment on a regional basis for the years 1980, 1985, 1990 and 1991.

Unemployment by region 1980-1991 (1000s)

Region	Dec 1980	Dec 1985	Dec 1990	Dec 1991
East	42.4	92.4	90.2	103.7
South East	12.5	26.0	26.7	31.0
North East	7.6	13.8	14.6	16.3
Midlands	7.4	14.7	14.1	16.5
West	12.4	20.0	18.5	21.7
South West	18.2	36.2	33.6	39.3
North West	11.4	16.6	25.9	18.0
Mid West	10.3	20.2	19.3	22.5
Total	**122.2**	**239.9**	**232.8**	**269.2**

Source: CSO, Monthly Live Register Statement, 1980-1991

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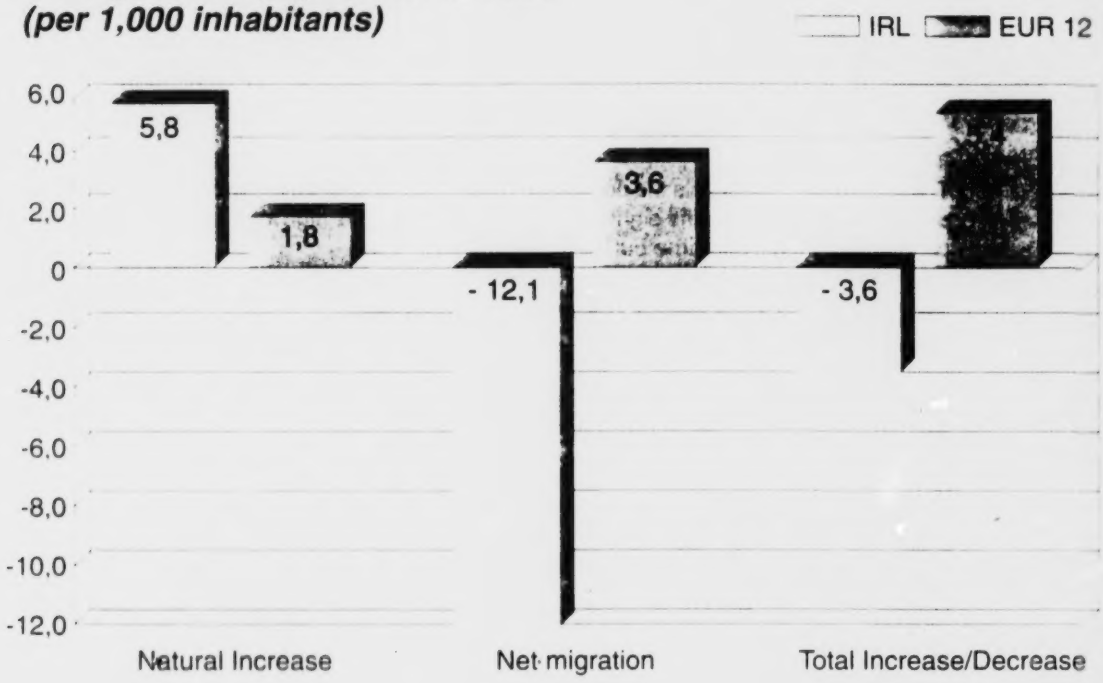
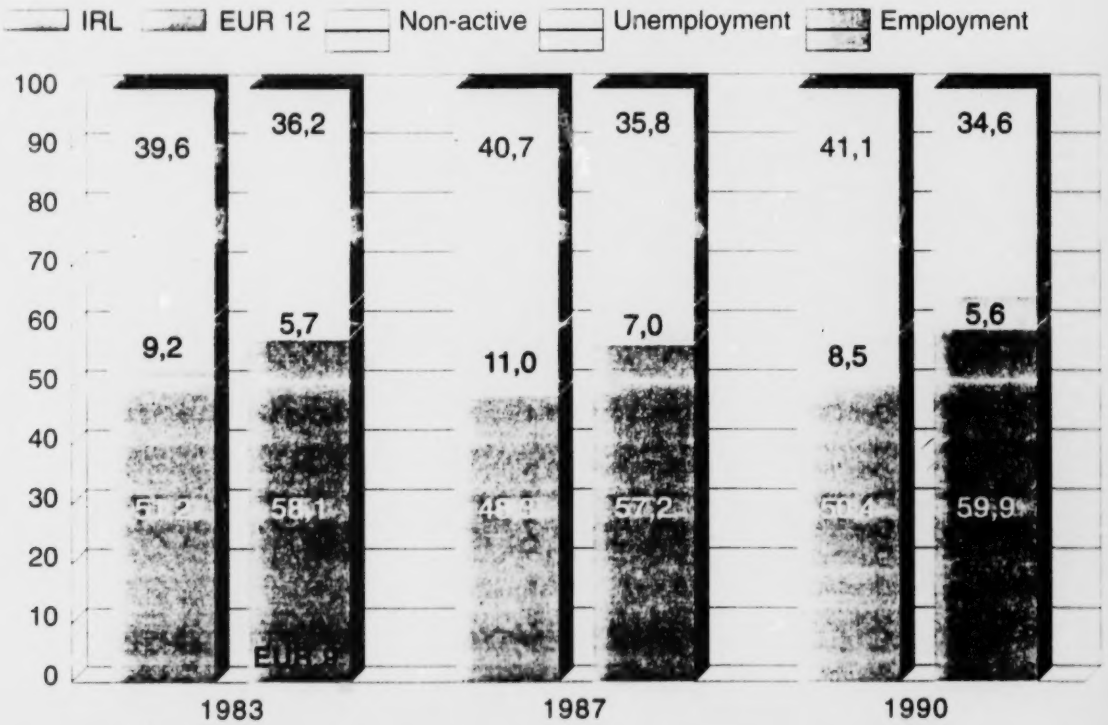
Change of the population in 1989
(per 1,000 inhabitants)



Source: Eurostat - A Social Portrait of Europe 1991

Population aged 14 to 64
according to economic status 1983 / 1987 / 1990 in %



Source: Eurostat - Labour Force Surveys

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Long-Term Unemployed

1.2.9

The following table details the proportion of the long-term unemployed in the total unemployment statistics over the eight-year period 1985/92. The high level of long-term unemployment in Ireland is borne out by the figures.

Proportion of Long-Term Unemployed (12 months and over) in total unemployed, 1985-1992

Year	%	Number
1985	41.2	94,489
1986	44.3	103,661
1987	44.4	111,000
1988	44.9	108,987
1989	44.7	104,516
1990	44.9	100,266
1991	42.4	103,693
1992	42.3	118,510

Note (1) Data refers to April of each year.
(2) A pre-retirement scheme for older, long-term unemployed persons was introduced during the later years of the period.

Source: CSO, Monthly Live Register Statement, 1985-1992

Youth Unemployment

1.2.10

Youth unemployment (ie 25 years and under) rose in the early eighties in Ireland to a peak of nearly 78,000 in 1986. It then declined to around 60,000 in 1989 and 1990 before increasing again in 1991. In December 1991, youth employment represented 28% of total unemployment.

Registered Unemployed,1980-1991 (1000s)

	Aged 25 years and under			Aged 25+	All Ages
	Males	Females	Total	Total	Total
Dec '80	38.3	25.4	63.7	179.4	243.1
Dec '85	46.7	26.8	73.5	166.4	239.9
Dec '86	48.0	29.7	77.7	172.5	250.2
Dec '87	44.0	28.2	72.2	177.9	250.1
Dec '88	28.3	25.3	63.6	179.4	242.9
Dec '89	34.8	23.2	58.0	173.1	231.1
Dec '90	37.5	24.1	61.6	171.2	232.8
Dec '91	45.5	30.3	75.8	193.4	269.2

Source: CSO, Live Register, 1980-91

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Duration of Unemployment

1.2.11

The following table shows the percentage of the registered unemployed, for the various age groups, classified by duration of unemployment. The table covers the years 1986 to 1991. In general, it shows that relative to older workers (25-64), young people tend to be unemployed for shorter periods.

Registered Unemployment, Classified by Age and Duration of Unemployment, October 1986-1991 (%)

Age	Under 6 months	6-12 months	Over 12 months
		1986	
Under 20	63.5	19.3	17.2
20-24	46.8	18.0	35.1
25-64	31.8	16.1	52.1
All Ages	47.8	16.8	45.4
		1987	
Under 20	61.4	20.0	18.5
20-24	44.7	18.5	36.8
25-64	32.0	16.9	51.0
All Ages	63.9	17.5	45.6
		1988	
Under 20	63.0	18.3	18.7
20-24	44.6	17.4	38.0
25-64	32.3	16.1	51.5
All Ages	36.9	16.5	46.6
		1989	
Under 20	63.7	19.4	16.8
20-24	47.3	15.9	36.9
25-64	33.8	14.6	51.9
All Ages	38.6	15.2	46.1
		1990	
Under 20	65.6	17.4	17.0
20-24	49.1	15.4	35.5
25-64	35.3	14.4	50.3
All Ages	40.3	14.8	44.9
		1991	
Under 20	65.1	18.2	16.7
20-24	49.4	17.3	33.3
25-64	36.7	15.3	48.0
All Ages	41.6	15.9	42.5

Source: CSO, Live Register, 1986-1991.

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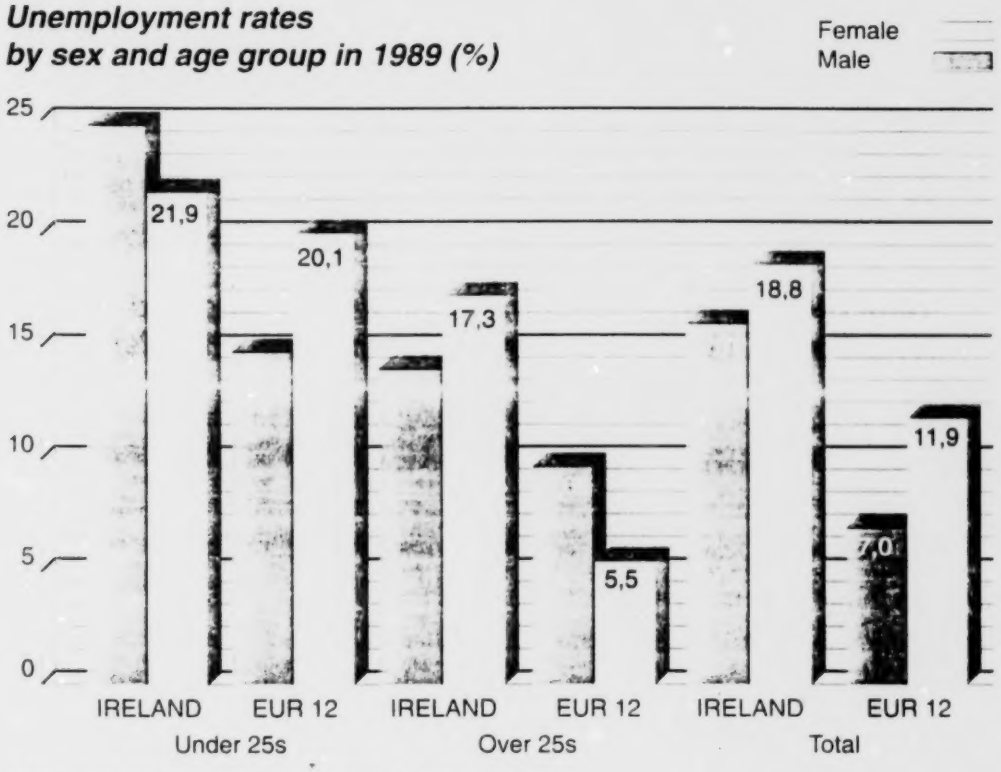
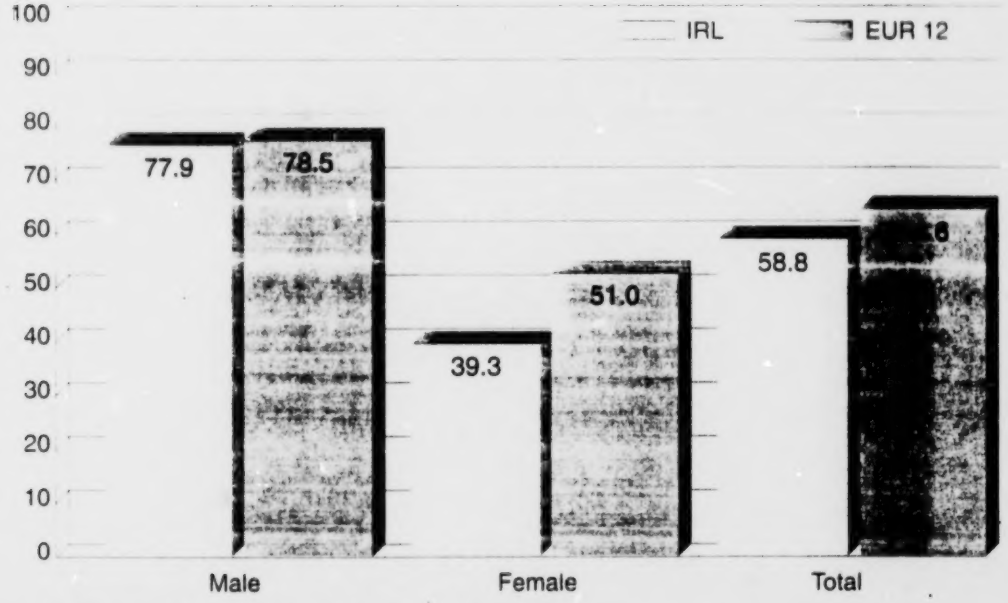
Unemployment rates by sex and age group in 1989 (%)



Source: Eurostat - A Social Portrait of Europe 1991

Activity rate of population aged 14 to 64 in 1988 (%)



Source. Eurostat - A Social Portrait of Europe 1991

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Economic Status of Young People

1.2.12

The following table shows the economic status of young people in EC countries. In the 14 to 19 years age group, the number in employment in Ireland is nearly 17% as compared with the EC average of almost 24%. The number of unemployed in this group is 7.1% compared to a 5.3% European average. The balance of the youth group outside the labour force and engaged mainly in full-time education/training etc. at 76.3%, is greater than the 70.6% EC mean.

Among young adults (20-24), the proportion of those employed is higher than the EC average at 64.4% against almost 61.3%. Those in the unemployed category, however, are higher than the European norm. In the 'other' category (education/training) the Irish figure of 21.4% is somewhat less than the EC average of 26.2%.

Percentage of Young People in Employment, Unemployment and Other Categories, 1989

Age Group	14 - 19			20-24		
Country	**Employed**	**Unemployed**	**Other**	**Employed**	**Unemployed**	**Other**
Ireland	16.9	7.1	76.3	64.4	14.5	21.4
Germany (FR)	32.0	1.7	66.2	70.6	4.3	25.2
United Kingdom	45.5	5.5	49.1	75.5	8.5	16.0
Netherlands	28.1	6.3	65.6	66.9	8.2	25.0
Belgium	6.0	1.7	92.3	51.7	8.8	39.4
Italy	14.7	8.9	76.4	49.0	20.6	30.3
Denmark	52.0	5.0	43.0	72.9	11.4	15.7
Spain	14.1	8.6	77.4	46.0	22.5	31.4
Portugal	36.4	4.8	58.8	66.6	9.1	24.5
Luxembourg	22.2	–	77.8	71.4	–	28.6
Greece	13.2	4.4	82.3	46.9	15.3	37.8
EUR 12	**23.9**	**5.3**	**70.6**	**61.3**	**12.6**	**26.2**

Source: CSO, from Eurostat Labour Force Survey, 1989

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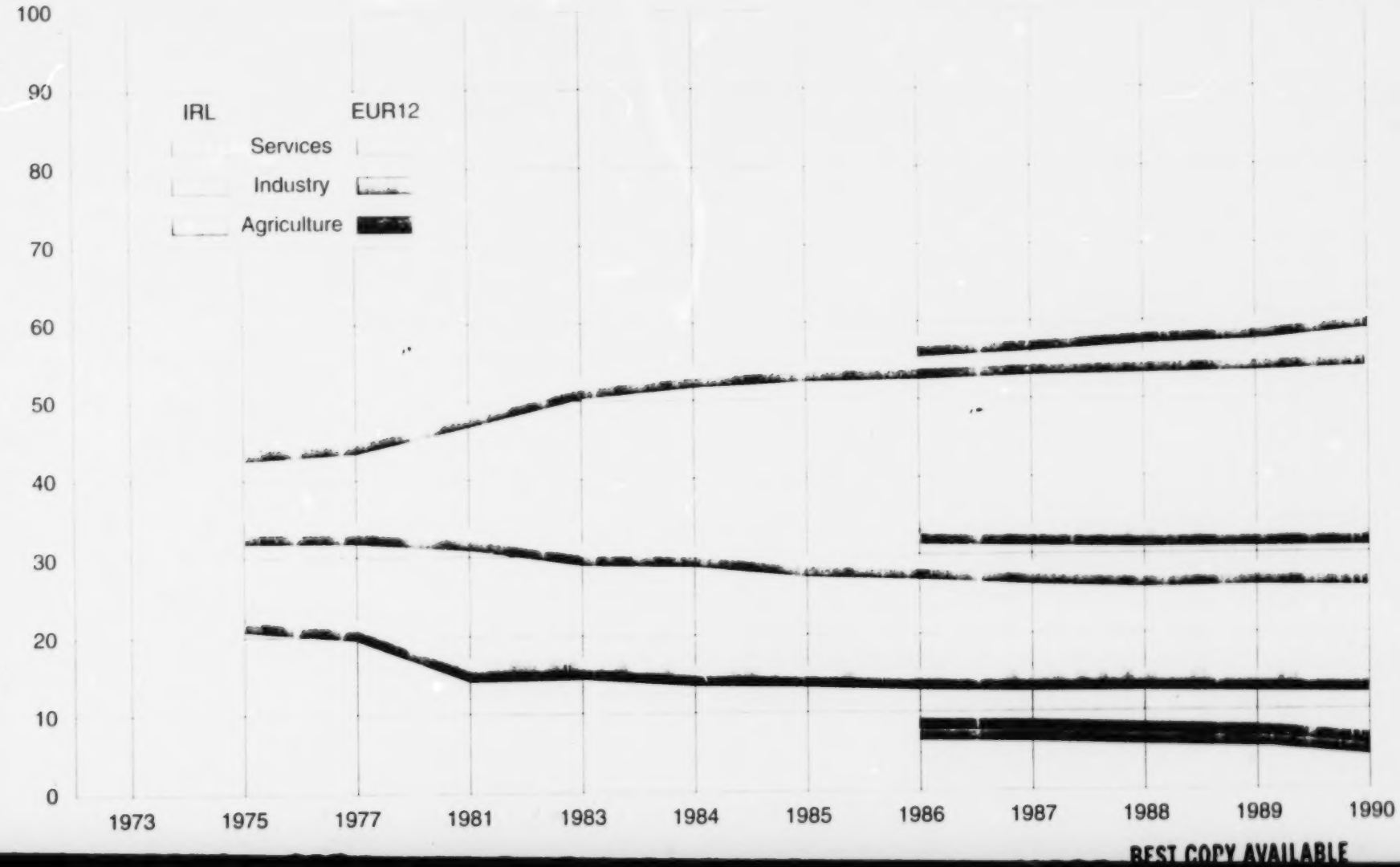
Employment by economic sector



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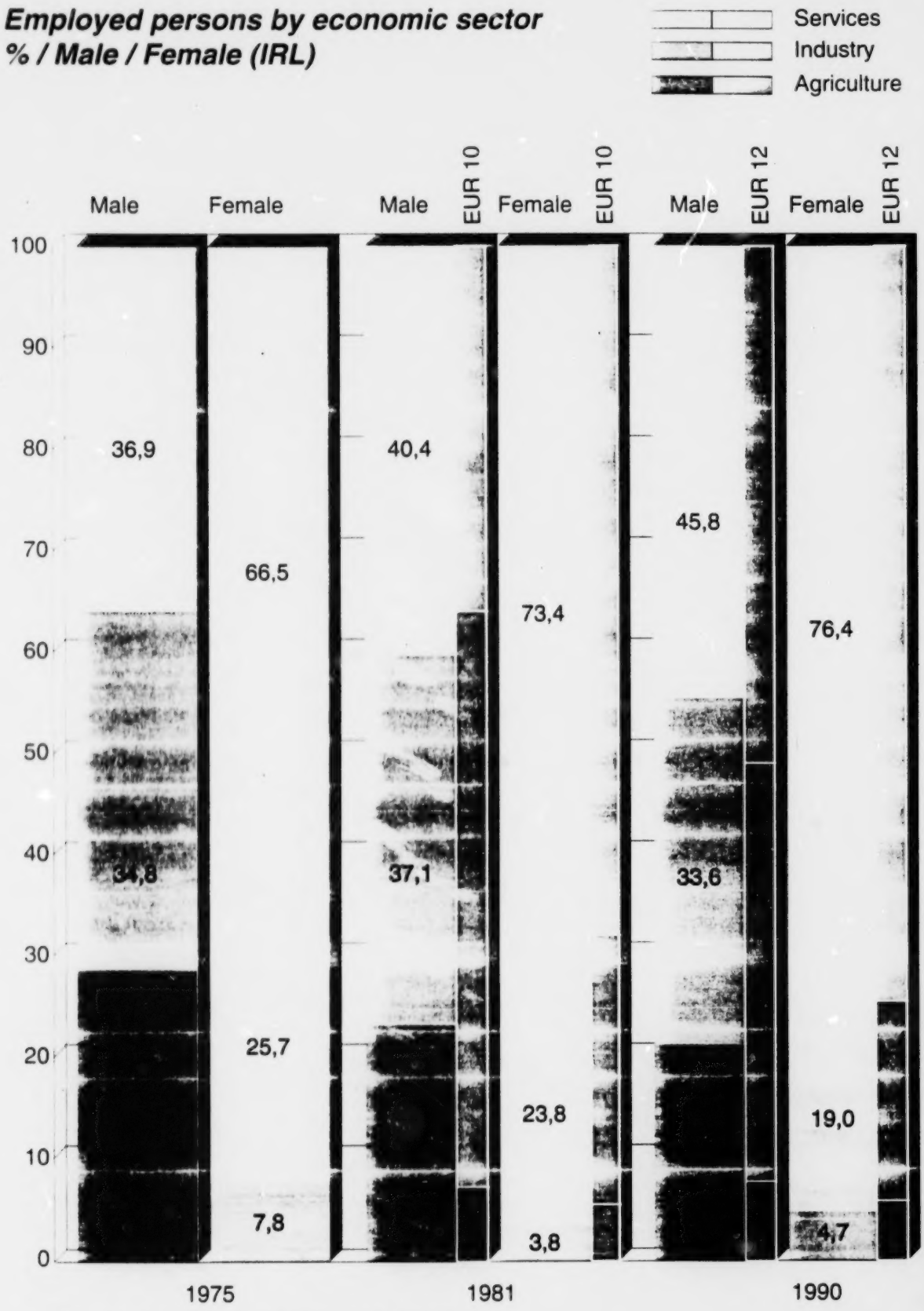
Employed persons by economic sector
% / Male / Female (IRL)



Source: Eurostat: Labour Force Surveys

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Persons employed in industry and services by broad NACE group

%	1983 IRL	1987 IRL	1987 EUR 12	1990 IRL	1990 EUR 12
Industry					
Energy and water	2.0	1.8	2.0	1.3	1.5
Mineral extraction, chemicals	4.4	4.1	4.5	3.4	3.6
Metal manufacture, engineering	7.3	7.2	11.6	6.6	10.0
Other manufacturing industries	14.3	13.4	11.5	10.1	10.4
Building and civil engineering	9.4	8.0	7.2	7.3	7.8
Services					
Distributive trades, hotels	17.4	17.8	16.0	18.7	18.9
Transport and communication	6.4	5.8	6.4	5.6	5.9
Banking, finance, insurance	8.7	8.8	7.7	8.2	8.0
Public administration	8.0	8.1	9.7	5.4	7.6
Other services	19.4	22.2	20.9	18.0	19.7

Source: Eurostat: Labour Force Surveys 1983, 1987 and 1990

NACE = Nomenclature des Activités économiques dans la Communauté Européenne / Classification of economic activities in the European Community.

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1.3 The Economy

The '20s to the '50s

1.3.1
Until the middle of the present century, Ireland was an essentially agriculturally-rooted country. Small pockets of light industry existed in the main centres of population (Dublin, Cork, Limerick); but because of the country's political background (as an integral part of the United Kingdom until 1921), and its resultant 'economic war' of the 1930s, as well as the virtual absence of viable mineral wealth, there had been little progress in developing new industrial projects.

1.3.2
This overall situation remained unaltered until the late 1950s when the then government introduced a structured economic plan to develop a new industrial strategy that would attract foreign investment. As a result of this, the 25 years that followed produced an unprecedented growth in living standards and opportunities for well-paid employment in the 'high-tech' areas of activity in textiles, electronics, chemicals and pharmaceuticals. The success of these developments can be attributed to a rapid expansion of industrial output and exports, major productivity increases and the new enthusiasm of a well-trained, highly-motivated workforce. In conjunction with this, there was a gradually increasing migration of workers from agricultural activities into industrial and downstream service sectors.

Period of Growth

1.3.3
The 1960s were a growth period for the Irish economy. The industrial and service sectors increased dramatically, the population decline was reversed, and national output increased by over 4% per annum. Inflation was 'contained' at a relatively moderate level, foreign investment continued to grow (providing a steady net capital inflow) and tourism increased. Exports, private investments and productive government expenditure led to a high level of international confidence that promoted further investment. In line with world-wide trends, the inflation rate rose towards the end of the '60s and, as a result of the Northern Ireland conflict, there was a decline in earnings from both foreign investment and tourism. In spite of these setbacks, the growth rate was maintained. In 1973, Ireland, together with the UK, joined the European Community. From 1974/75 there was a marked decline in industrial output and unemployment began to rise more rapidly as a result of the oil crisis and the resultant world recession.

Growing Unemployment

1.3.4
However, this growing unemployment situation was not reflected in any corresponding decline in industrial activity. Indeed, following the drastic downturns in international business after the unprecedented oil price rises, there followed a recovery in 1976/77. Irish inflation rates fell and manufacturing exports recovered and prospered. The country's performance in relation to output in the 1976/79 period exceeded most other EC member states. The effort of the Government, however, to maintain its relatively strong growth rate resulted in a reliance on foreign borrowing, the spiralling effects of which are still causing strain on the economy.

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European Monetary System (EMS)

1.3.5
In 1979, Ireland joined the European Monetary System and this coincided with another critical phase. During 1979/80 the dollar price of crude oil more than doubled, inflation rapidly rose and the Government, in line with its European partners, had to forego economic growth in order to achieve long-term price stability. This commitment to reduce inflation rates resulted in a period of lower output and increasing unemployment. By the mid-1980s, the country was in a deep recessionary situation. The servicing of its foreign debts accounted for a disproportionate amount of current expenditure and this added greatly to the problems involved in minimising the effects of the various recessions.

Programme for National Recovery

1.3.6
In 1987, the government, in agreement with the social partners, formulated the Programme for National Recovery. This Programme was designed to cover the period to the end of 1990. The essential objectives of this programme were:

1. To stabilise the National Debt/GNP Ratio.
2. To moderate pay increases in the years 1988/90. This was to be underpinned by lower income taxation and a reduced inflation level.
3. Firm linking of the exchange rate to the EMS.
4. Economic growth, lower interest rates.
5. Stimulation of employment prospects.

1.3.7
The period 1988 to 1990 was one of significant economic progress achieved against a background of a favourable international environment. There was consolidation and improvement in key aspects of domestic performance such as inflation, cost competitiveness and the budgetary position. Interest rates in Ireland fell relative to those abroad, economic confidence improved and, as a result, investment expanded strongly. GDP growth, at about 5.5% per annum, was significantly better than the European Community average, enabling some progress to be made towards closing the gap in living standards with the more-developed Community countries. Net employment rose by 40,000 between April 1987 and April 1990. However, while a considerable improvement on previous trends, this was not sufficient to absorb the natural increase in the labour force over the period.

International Recession

1.3.8
The current international economic situation inevitably means that progress is now proving more difficult. The U.K., the U.S. and other countries are in recession. Ireland could not be expected to escape the impact of this slowdown. As in virtually every other industrial country, economic growth has been much lower than in the recent past.

Programme for Economic and Social Progress (PESP)

1.3.9
As a response to the situation, the agreement reached at the beginning of 1991 between the government and the social partners in the PESP represents a framework for progress. In addition, the budgetary and competitiveness gains in recent years have laid the basis for sustainable growth. But these gains must be retained. This will be by no means easy in the period immediately ahead. Moreover, despite the impressive progress of recent years, the Irish economy still faces a number of challenges.

1.3.10
First, the national debt at over 100% of GNP remains among the highest in the OECD. It will take many years of budgetary discipline to reduce this debt, even to the EC average. Until then, Ireland will remain vulnerable to international EC change and interest rate movements. In these circumstances, the government's medium-term objective, affirmed in the Programme for Economic and Social Progress, is to reduce the national debt proportion to 75% before the end of the decade.

1.3.11
The labour market situation represents another very serious challenge. Ireland's unemployment rate is the highest in the EC. The labour force has the potential to expand rapidly over the rest of the decade. In order to achieve the rate of net job creation necessary to address this imbalance, macroeconomic policies must continue to be complemented by measures aimed at promoting competition and increasing efficiency in all sectors of the economy.

1.3.12
Income per head in Ireland remains only about two-thirds of the EC average. For greater EC economic and monetary integration to be successful, the wide divergences which exist at present between the economies of the Member States will have to be eliminated or greatly reduced. The achievement of further convergence in income per head is a formidable challenge.

1.3.13
The table below shows that employment fell by 4,000 between 1979 and 1985. Since 1985, the number of people at work has increased. Over the six-year period since 1985, employment has increased by approximately 46,000. The industry/service areas' employment situation reflects an increase in employment of 63,000, but the continuing decline in agricultural activity is shown in the loss of another 17,000 jobs, over the six-year period 1985/91.

Employment 1979 - 1991 (1000s)

At Work	**1979**	**1985**	**1991**
Agriculture	227	171	154
Industry	338	306	322
Service	518	602	649
Total	**1083**	**1079**	**1125**

Source: Labour Force Surveys 1979 - 1991

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2 THE IRISH VOCATIONAL TRAINING SYSTEM

2.1 Evolution of the training system

Origins

2.1.1
In 1922, with the establishment of the newly-independent Irish Free State, the Irish education system had much in common with the UK model.

In 1926, a Commission on Technical Education was established by the Irish government. The objective of this body was to assess the existing vocational training system against the assumed needs of agriculture and industry. The Commission's report identified a number of problem areas in the vocational education system which had been operating since the 19th century. The essential deficiencies outlined were:

- low co-ordination between primary and second-level education systems;
- a too high concentration on domestic science and commercial subjects in the vocational curricula;
- lack of rural agricultural educational facilities;
- inadequate recognition of regional needs in industrial and commercial training.

Vocational Education Act

2.1.2
Arising out of these identified needs was the implementation of the Vocational Education Act (1930), which encouraged the development of full- and part-time vocational training. This was achieved with the setting up of a country-wide network of Vocational Education Committees (VECs). The function of these VECs was to provide a system of continuing education (academic and technical) in their respective areas, and related to their particular needs.

Apprenticeship

2.1.3
The Commission also developed 'Apprenticeship Committees' for training in the skilled (craft) trades. These committees established the essential criteria in all matters relating to apprenticeship training.

Various Government Commissions subsequently assessed the apprenticeship system and in 1959 a new apprenticeship act was passed to bring about a more systematic and effective training system. Increased industrialisation in the 1950s/60s encouraged a major reappraisal of all aspects of vocational education/training.

New Training Organisations

2.1.4
AnCO (An Chomairle Oiliuna) the Industrial Training Authority was established in 1967 to organise training on a systematic basis, for apprentices,the unemployed and those already working in industry. Also in the sixties the Farm Apprenticeship Board (which is now part of Teagasc) came into being to act for the practical development of those involved in agriculture. The Council for Education, Recruitment and Training (CERT) was set up to raise training standards in the hotel and catering sectors.

During this active period in the advancement of vocational training, a new government department, the Department of Labour, was created in 1966, which had overall responsibility for manpower policy including training.

Investment in Education - Report

2.1.5
Between 1962 and 1965 a comprehensive survey of the Irish education system was undertaken, the main brief of which was to analyse the present and future requirements of scientific progress and economic growth. The resultant report *'Investment in Education'* saw the beginning of 'free' second-level education, the restructuring of vocational school courses and the emergence of Community and Comprehensive schools. All of these factors led to an increase in the technical/vocational content of the Irish education system.

Regional Technical Colleges

2.1.6
A joint OECD/Department of Education report (1964) produced a programme for the construction of Regional Technical Colleges (RTCs). These colleges have combined second- and third-level technical/technological studies, and in 1972 the National Council for Educational Awards (NCEA) was established to award degrees and diplomas in the vocational educational system.

National Council for Curriculum and Assessment (NCCA)

2.1.7
The National Council for Curriculum and Assessment (NCCA) was established by the Department of Education in 1987 to:

- advise on the curriculum at first and second levels;
- advise on appropriate modes and techniques of assessment;
- co-ordinate research and development;
- monitor standards of student performance in public examinations.

As a result of recommendations from the NCCA, a new unified system of assessment and certification at junior level (i.e. the first three years of second-level schooling) was introduced and was examined for the first time in 1992. This new Junior Certificate will replace the existing Intermediate and Group (Day Vocational) Certificates.

Vocational Preparation and Training Programmes

2.1.8
The need to provide formal programmes of preparation for working life was recognised in the eighties through the establishment of Pre-Employment Courses in Vocational, Comprehensive and Community Schools. These programmes were subsequently expanded to form the Vocational Preparation and Training Programmes (VPT-1 and VPT-2). (See paragraph 2.2.7 below).

Leaving Certificate Vocational Programme

2.1.9
A new two-year vocational training initiative was introduced in September 1989. This initiative provides a Leaving Certificate Course giving each participant a grounding in specific technological areas, a modern language, and work experience. Work experience (minimum 4 weeks) is undertaken during the course. The European dimension in education will be emphasised in the areas of language, technology, work experience and guidance counselling.

In the 1970s there was an increased emphasis on technological education which resulted in the government injecting sufficient funding for the expansion of the technological disciplines in the various third-level institutions.

FÁS

2.1.10
In 1988, FÁS (Foras Áiseanna Saothair), the National Training and Employment Authority, was established. FÁS was formed from three previously separate bodies: AnCO, the Youth Employment Agency and the National Manpower Service. It now provides an integrated labour market service for unemployed persons while also promoting training within Irish industry.

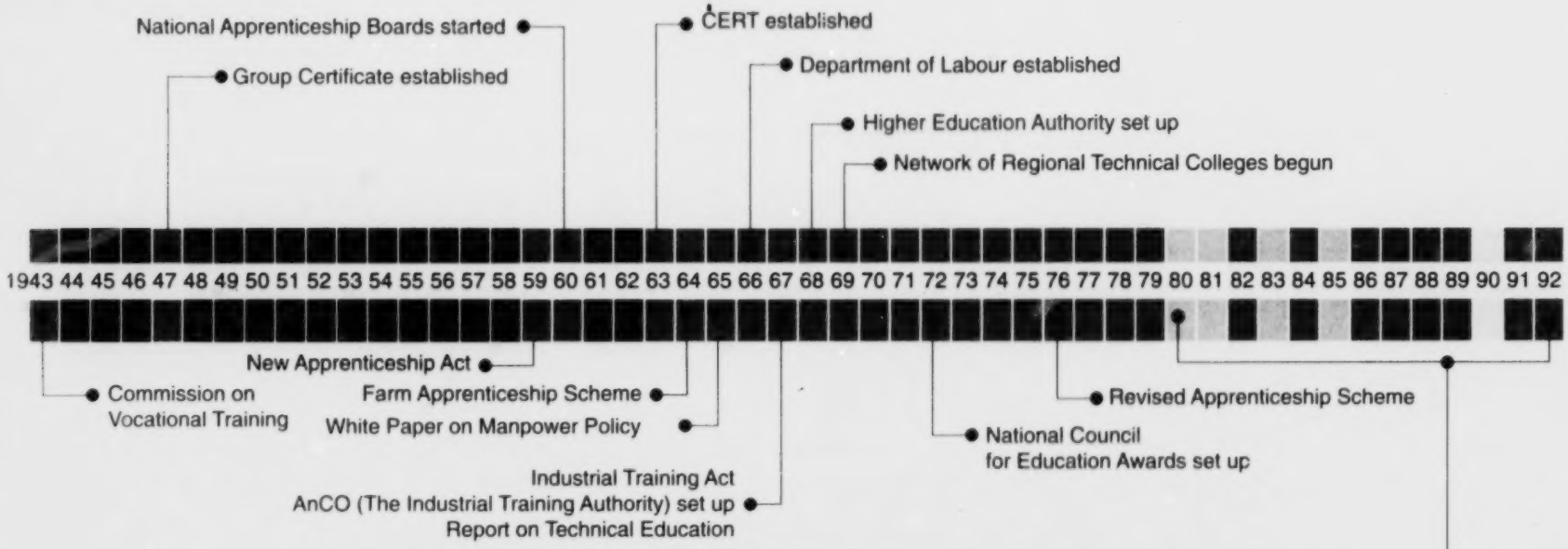
ESF Funding

2.1.11
The 1970s and '80s also brought about significant increases in vocational education and training supported through the European Social Fund. Grants from the European Social Fund have risen from IEP 4.1 million in 1974 to a figure of IEP 295m in 1991. The main organisations benefiting from this funding are the Department of Education (IEP 107m), FÁS (IEP 84m) and other organisations, eg CERT, Teagasc, National Rehabilitation Board (IEP 104m). (More details on funding are presented in Section 3.)

Youth Unemployment Programmes

2.1.12
The problem of Ireland's high youth unemployment was addressed in the eighties by the introduction of the Social Guarantee. This gives unemployed young people the right of access to training and work experience programmes that have been specially designed to meet the identified needs of this group. These programmes (outlined in paragraph 2.2.35) are being continually monitored, assessed and updated as the situation demands.

Evolution of the training system in Ireland


National Apprenticeship Boards started
Group Certificate established
CERT established
Department of Labour established
Higher Education Authority set up
Network of Regional Technical Colleges begun
1943 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92
New Apprenticeship Act
Commission on Vocational Training
Farm Apprenticeship Scheme
White Paper on Manpower Policy
Industrial Training Act
AnCO (The Industrial Training Authority) set up
Report on Technical Education
Revised Apprenticeship Scheme
National Council for Education Awards set up

1984	Social Guarantee for Young People
1984	Major Extension of VPT Programme
1986	White Paper on Manpower Policy
1987	National Council for Curriculum and Assessment set up
1987	Labour Services Act
1988	FÁS (The Training and Employment Authority) set up
1988	Teagasc (Agricultural Training Organisation) set up
1989	VTOS
1991	National Council for Vocational Awards set up
1992	Green Paper "Education for a Changing World"
1992	New apprenticeship scheme in development for introduction in 1993

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2.2 Initial education and training systems

It should be noted that the distinction between initial and continuing training in Ireland may not be as clearly defined as in some other Member States. It is possible that in certain areas of training, the initial/continuing aspects might indeed merge. For this reason, it has not always been possible to make a clear-cut line between the two types. In Ireland, the most common division is between training for those still in the full-time school system, those who are unemployed, and those in employment. Most training policy and training institutions are oriented to dealing with some or all of these groups. Some of the organisations discussed under continuing training will also be involved in initial training. Section 2.2 deals with the main areas of initial training while section 2.3 considers continuing training.

General Education

2.2.1
Ireland's education system is the responsibility of the Minister for Education. Attendance at school is compulsory by law for pupils in the 6 to 15 age group. However, approximately 56% of all 4-year olds and almost 100% of all 5-year olds were in full-time attendance in national schools in 1989. Primary education is free and generally lasts for 8 years for children aged 4/5 to 12. All pupils follow a national curriculum set out by the Department of Education.

Second Level Education

2.2.2
The second level school system provides for the final 3 years of compulsory schooling for junior-cycle pupils aged 13-15, followed by a senior cycle of 2-3 years duration for 16-18 year olds. There are three main types of second level school:

- Secondary schools which are privately owned and managed, the majority of which are conducted by religious communities. 95% of these schools participate in the free-education scheme, receive the bulk of their funding from the state, are subject to state supervision, and prepare students for state examinations. The remaining 5% charge fees.

- Vocational schools, funded by the state and run under the responsibility of statutory Vocational Educational Committees, consisting of elected public representatives and other experienced persons with education and industrial backgrounds.

- Community and Comprehensive schools, funded by the state, and managed by Boards of Management, which provide a full range of practical, academic and vocational subjects.

Traditionally, secondary schools provide an academic (or grammar-school) type of education while vocational schools focused on the inculcation of manual skills and the preparation of young people for trades. However, in recent years, a general consensus has emerged whereby all types of second level school attempt to offer a comprehensive curriculum providing a broad balance between academic and vocational subjects.

Second Level Certification

2.2.3
Children follow general education courses set out in a national curriculum for the first three years of second level education and then sit a national Junior Certificate examination. At that stage, approximately 74% follow a senior-cycle programme leading to a national Leaving Certificate examination at age 17/18, while a further 13% transfer to vocational training programmes.

Third Level Education

2.2.4
Third level education is provided by four universities, six colleges of technology, nine regional technical colleges and some other specialised institutions including five teacher-training colleges. There is a wide range of degree, diploma and certificate courses on offer in both traditional academic and vocational disciplines. Over 40% of all second level school leavers go to third-level education. There is strong competition to get into universities and colleges, especially into certain popular disciplines.

2.2.5
Higher education is not, in general, free, although the State bears a considerable part of the cost. Students from families on low incomes who comply with the academic criteria and means conditions of State grant schemes receive assistance towards the cost of fees (full or part fee, depending on income) and allowances towards living expenses. All trainees participating in a vocational training programme at third level which is supported by the European Social Fund receive free tuition and the majority receive an allowance towards living expenses. The following table provides a comparision with other Community Member States.

Proportion per thousand of age-group concerned obtaining secondary qualifications and entering higher education

	Obtaining Secondary Qualifications	Entering Higher Education	Obtaining Secondary Qualifications	Entering Higher Education
	1988/89		1989/90	
B	510[2]	493[2]	525	162*
DK	759	477[5]	794	510[5]
F	367	442	410	460
D	284[1]	320[5]	—	344[5]
GR	485[1]	328[1]	858*	343
IRL	**766[6]**	**325[3]**	**812[6]**	**338[3]**
I	357[2]	269[2]	452	326
L	532	—	—	—
NL	519	360	535	361[5]
P	—	—	—	—
E	353[2]	384	391	401
UK	398[4]	374	419	421

Source: OECD in Figures, 1992 and 1993 editions

Notes:

1. 1986 / 1987
2. 1987 / 1988
3. Full-time only
4. School-leavers with at least five A-C GCE 0-levels or equivalent (ie general or business and Technical Educational Council certificate and diploma are considered eligible for higher education
5. includes new entrants in post-graduade programmes
6. includes all students sitting upper secondary exam. Entrance to higher education is based on performance in the Leaving Certificate.

**) The considerable variations indicated here and perhaps elswhere in comparision with the previous year may be due to use of different national sources.*

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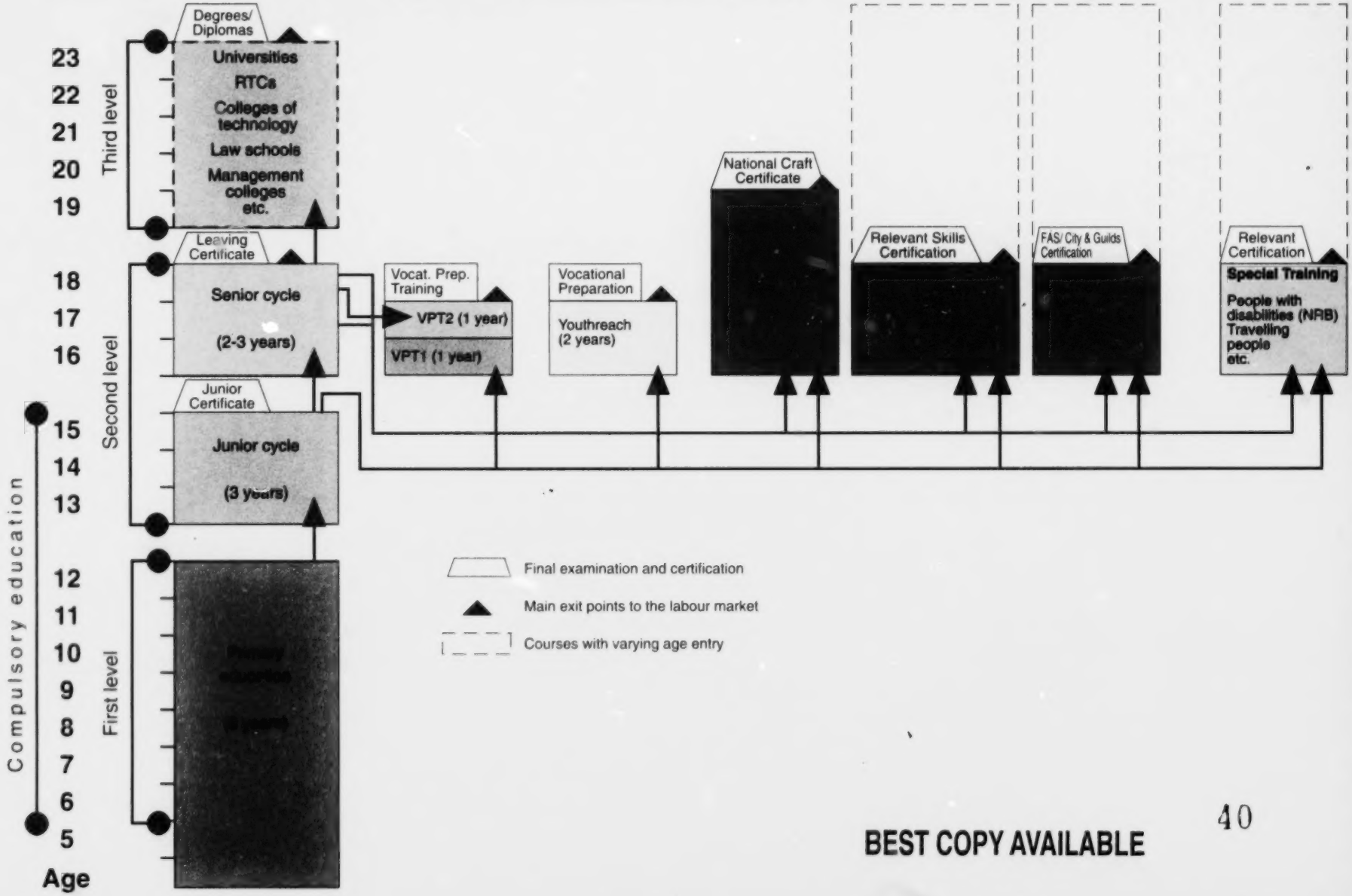
Overview of the structure of education and training in Ireland



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Training within the education system

2.2.6
The Department of Education provides a variety of training courses in second level schools for those who leave mainstream education after completing the period of compulsory schooling, and for those who leave after the senior cycle. It provides for the theoretical instruction of apprentices on a part-time block-release basis in co-operation with FÁS, and training programmes in the hotel and catering and tourism area in co-operation with CERT. A variety of part-time training programmes are also provided, aimed at trainees in small and medium-sized enterprises who need retraining as a result of the impact of technology on their jobs, or who need to enhance their technological /business/management skills or to improve their changes of mobility in the labour market. The Department of Education also provides training for unqualified early school leavers and other disadvantaged young people, in co-operation with FÁS, and a special programme for the long-term unemployed.

Vocational Preparation and Training Programme

2.2.7
The Vocational Preparation and Training Programme (VPTP) is provided by the Department of Education in second level schools and aims to prepare young people for the world of work. Over 20,000 trainees took part in this programme in 1989. It operates at two levels:

- VPT-1 is a one-year programme introduced in 1984 designed as a preparation for work or as a basis for entry into a further year of vocational training. It is aimed at young people in the 15-18 year age group who are proposing to enter the labour market directly after completing compulsory schooling but who require basic vocational training to enhance their prospects of employment.

- VPT-2 is a self-contained one-year programme introduced in 1985 aimed at those who have successfully completed VPT-1 or an equivalent programme or who have formal qualifications (eg Leaving Certificate), but lack vocational training or experience.

The VPT programme consists of the following components:

- Vocational Studies – there is a range of designations to choose from including commerce, construction, engineering, secretarial, catering, agriculture, craft and design, and electrics/electronics.

- Preparation for Working Life – a school programme and work experience.

- General Skills – communications, mathematics and education for living.

Training in the new technologies is an integral part of the programme and each participant must undergo a minimum of 200 hours work experience.

2.2.8
There are also a number of private schools or training institutions running training programmes for school leavers. Particularly prominent in this area are secretarial and language schools.

Vocational training at third level

2.2.9
A wide range of vocational training programmes are provided in third level institutions under the auspices of the Department of Education, primarily in the network of Regional Technical Colleges and Colleges of Technology. The Middle level Technician Programme covers one- and two-year courses to National Certificate level, while the Higher-Technical and Business-Skills Programme covers three years ab-initio and one year add on National Diploma courses in computer technology, electronics, chemicals/pharmaceuticals, engineering, construction, secretarial services, management and commerce.

Certification is provided by the National Council for Educational Awards (NCEA) with a limited number of programmes certified by an appropriate professional body. About 19,000 trainees attended these programmes in 1989. These colleges also provide for the theoretical training of apprentices and for training for the hotel and catering and tourism industry.

Structure of Apprenticeship

2.2.10
FÁS, in conjunction with the Department of Education, has national responsibility for apprenticeship. This apprenticeship scheme is designed to fulfil the working needs of the designated trades in the engineering, printing, furniture, electrical, motor, construction and dental industries. There are approximately 13,000 apprentices being trained in over 40 trades in these industries.

The industries involved with these apprentices play an important role in terms of advice and programme design (to meet specific work demands) and by providing in-depth on-the-job work experience.

Apprenticeship Duration

2.2.11
Apprenticeship is of 4 years duration. The normal pattern is to spend the first year full-time in an off-the-job structured programme at a FÁS Training Centre or other approved training centre, in order to systematically absorb the theory and practical aspects of the chosen trade, in a controlled environment. During this time, the apprentice also receives theoretical instruction within the education system. The following years of the apprentice's training period are spent in his/her employment with built-in provision for periodic release (block release) for technical theory to the relevant Regional Technical College.

2.2.12
After one year, the apprentice may take the Junior Trade Examination and, towards the end of the apprenticeship, the trainee may take the Senior Trade Examination. A National Craft Certificate is awarded to those who have successfully pursued the apprenticeship programme.Some apprentices still follow what is known as the 'traditional apprenticeship' involving one-day release weekly to a technical college without any full-time off-the-job training during their first year.

Apprenticeship Numbers

2.2.13
The following tables show the scope and range of apprentice training:

Apprentice Population by Trade Groups for 1980, 1985, 1990 and 1991

Trade Group	1980	1985	1990	1991
Furniture	505	480	541	570
Printing	336	189	386	392
Electrical	3568	2858	2434	2797
Motor	4339	2450	2175	2269
Engineering	5559	3944	2814	3084
Construction	7156	5998	4619	4885
Dental	35	49	18	13
Total	**21,489**	**15,968**	**12,987**	**14,010**

Source: AnCO/FÁS, Apprenticeship statistics (produced yearly)

Day and Block Attendance by Trade Groups for 1979/80, 1984/85, 1989/90.

Trade Group		1979/80	1984/85	1989/90
Furniture	Block	27	85	38
	Day	115	166	159
	Sub-Total	142	251	194
Printing	Block	219	134	238
	Day	–	–	–
	Sub-Total	219	134	238
Electrical	Block	1579	2058	1293
	Day	551	399	278
	Sub-Total	2130	2457	1571
Motor	Block	450	836	361
	Day	2871	1483	1581
	Sub-Total	3321	2312	1942
Engineering	Block	1884	2133	1149
	Day	1212	660	614
	Sub-Total	3096	2793	1763
Construction	Block	913	1423	703
	Day	2705	2100	1552
	Sub-Total	3618	3523	2255
Dental	Block	6	12	–
	Day	19	10	4
	Sub-Total	25	22	4
Totals	**Block**	**5078**	**6681**	**3779**
	Day	7473	4818	4188
Grand Total		**12551**	**11499**	**7968**

Source: AnCO/FÁS, Apprenticeship statistics (produced yearly)

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Apprenticeship review

2.2.14
The 1986 White Paper on Manpower Policy described the statutory apprenticeship system as *'costly, inflexible and inefficient'*, and set the object of developing an apprenticeship which would:

- be based on standards achieved rather than time served;
- ensure a satisfactory balance between the supply of, and the demand for, apprentices;
- reduce the financial cost to the state while maintaining quality.

2.2.15
The Board of FÁS, following a request from the Minister for Labour, undertook a major review of the whole system. This culminated in the publication in December 1989 of a *Discussion Document on Apprenticeship*. During 1990, extensive discussion and consultation took place with interested bodies throughout the country. Further discussions then took place within the FÁS Board which led to the adoption of proposals which were submitted to the Minister for Labour. In 1991, the Minister for Labour announced the introduction of the new apprenticeship system. It is intended that the new system will come into effect in 1993. A National Apprenticeship Advisory Committee was established to advise the Board of FÁS on the implementation of the new system.

2.2.16
The broad approach, as indicated in the Discussion Document, is outlined below:

- The introduction of this standards-based system will allow for nationally recognised certification based on uniform industry-agreed standards.
- The proposed model is designed to provide a broad-based training during the initial stages of apprenticeship, with opportunities to develop specialist skills in the later stages. This modular approach allows for flexibility and cross-skilling where required and provides the basis for ongoing up-dating of skills.
- Specified standards will have to be attained and assessed during both on- and off-the-job training modules. This is a particularly important aspect of the proposed system.

The diagram illustrates the sequence and structure of the proposed model. This is designed so that only those who achieve the specified standards at each level can become craft workers. The National Craft Certificate will be awarded when apprentices pass the necessary tests.

Module 1 **Broad-based Training Module**

in one of the following sectors (off-the-job training)

Construction	Engineering	Motor	Electrical	Printing

Module 2 **Basic Skill Development Module**

in a specific trade (off-the-job training)

Bricklayer	Fitter	Heavy Vihicle Mech.	Electrician	Compositor
Cabinet Maker	Sheet Metal Worker	Constr.PlantFitter	Instrument Mechanic	Bookbinder
Carpenter/Joiner	Metal Fabricator	Motor Mechanic	Refrigeration	Carton Maker
Painter/Decorator	Toolmaker	Agricultural Mechanic	Craftsman	Graphic Repro.
Plasterer	Turner	Light Vehicle Body		Litho Platemaker
Plumber		Repairer		
Stonecutter				
Wood Machinest				

In-house Test

Module 3 **Development of Skills Module A**

On-the-job development of basic, specified, standards to be achieved (in-company-training)

COMPETENCY TEST 1

Module 4 **Further Skills Development Module**

(off-the-job training in a specific trade)

In-house Test

Module 5 **Development of Skills Module B**

Specific standards to be achieved (in-company training)

COMPETENCY TEST 2

Module 6 **Specialist Skills Development Module**

(off-the-job training)

In-house Test

Qualification **National Craft Certificate**

Source: *Apprenticeship. A New Approach (A Discussion Document)* - FÁS Dec. 1989

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2.2.17
Prior to undertaking the modules as described, it is desirable that a prospective apprentice would spend a short period in employment, gaining industrial experience.

2.2.18
Module 1. Broad-based Training Module
This module will provide:
- an introduction to work in the sector for which the apprentice is being trained;
- a foundation for more in-depth training in specific trades;
- basic skills-training in a range of skills relevant to the apprentice.

2.2.19
Module 2. Basic Skill Development Module
This module will provide the apprentice with:
- a broad range of skills associated with each trade;
- a training which is integrated with theory sessions reinforcing practical demonstrations;
- up-to-date training based on curricula which are highly relevant to work in industry.

2.2.20
Module 3. Development of Skills Module A
This module will provide the apprentice with supervised experience in a work environment. Apprentices will require very careful supervision from craft workers.

There will be set standards of competency which an apprentice must achieve during this period. An apprentice will complete core projects which will be checked by a craft supervisor. An industry-based assessment system will be developed. It will be important that apprentices are well prepared to undertake Competency Test 1 during this module.

2.2.21
Module 4. Further Skills Development Module
This module will provide the apprentice with more-advanced skills training, off-the-job. The emphasis will be on the development of analytical, fault-finding, and diagnostic skills.

2.2.22
Module 5. Development of Skills Module B
An apprentice will further develop the skills learnt while off-the-job. Specified competency standards will have to be attained and assessed. The apprentice will be prepared to take Competency Test 2 during this module.

2.2.23
Module 6. Specialist Skill Development Modules
These modules will allow apprentices to specialise in further relevant skill areas. Apprentices will undertake two or three modules which will not be restricted to their specific trade. Rather, employers and apprentices will have the opportunity to develop technological skills relevant to their needs. A pre-technician module will be one of the specialist skill options which will prepare apprentices for technician-level training.

Duration

2.2.24
The length of time taken to attain the required competencies will determine the length of the apprenticeship. This is expected to vary by trade and by the individual's performance.

Assessment and Certification

Testing System

2.2.25
It is proposed that an apprentice would have to undertake a progression of competency tests, the passing of which would culminate in the award of the National Craft Certificate. Full craft status would not be afforded to any individual by employers or trade unions in the future unless he/she had been awarded the National Craft Certificate.

Tests will be designed to assess competence in practical skills and knowledge or related theory, covered in off-the-job training, on-the-job training, and work experience.

Standards to be Achieved

2.2.26
The object of these proposals is that a person must perform a defined range of tasks to a specified standard in order to be qualified as a craft worker. This standard will define the core competencies within a specified trade required for the award of the National Craft Certificate.The standards will be drawn up through agreement between employers, trade unions, the Department of Education and FÁS.

Design of Competency Tests

2.2.27
It is proposed that the attainment of the approved standards will be formally measured through a system of skill tests, i.e. Competency Test 1 and 2, and in-house tests, on completion of off-the-job modules. Emphasis will be placed on measurement of an apprentice's practical skills. However, it will be necessary to ensure that all the tests cover a comprehensive range of skills and knowledge, as specified for each trade.

Funding

2.2.28
Discussions have taken place between government and the social partners concerning the funding of the new apprenticeship system. Broad agreement has been reached to introduce a 0.25% levy on employers in the four principal industries in which apprentices are employed. This would fund the off-the-job wage costs of apprenticeship.

Note:
It is important to emphasise that no decisions have yet been taken about the detailed structure and conditions relating to the new apprenticeship system.

FÁS

2.2.29
FÁS provides training for young people in its training centres and on programmes organised on a contract basis by its external training section. The duration of these full-time courses vary, but on average they last for about four to six months. All training costs, including training allowances, are paid by FÁS.

Young people seeking training are interviewed by the local FÁS Employment Service Office and directed to appropriate courses.

Courses provided range from specific skills through enterprise training for entrepreneurs, to remedial training for the socially disadvantaged who avail of curricula in special training programmes and in Community Workshops.

Courses provided in 1990 at training centres included:

Accounting
Building Construction
Building on Experience
Business Studies
Computer-Aided Drafting
Computer Applications
Desk-top Publishing
Truck Driving
Electronics/Engineering
Freight Forwarding
Gas Installation
Hairdressing
Information Technology
Machine Tool Operating
Marketing/Sales
Office Procedures
Print Skills
Product Development
Radio/TV/Video Servicing
Sales Training
Software Development
Welding

These courses are supplemented by the **external training network,** which organises courses for unemployed people through contracting arrangements with educational, industrial and commercial organisations. This allows a flexible response to particular training needs.

Example of 'external' courses run in 1990 include:

Computer Application
Financial Management for Small Business
Return to Work for Women
Health Studio Instructor
Retail Butcher
Shoe Repair
Sound Engineering
Start your own Business
Timber Harvesting
Tourist Development
Women's Co-operatives
Treasury Marketing
Business Appraisal Training

Specific Skills Training

2.2.30
FÁS organises a large number of training programmes in specific subjects and skills for young people. These courses prepare trainees for work in industry and services. FÁS plans the provision of such courses through labour market research and ongoing contact with industry requirements. A total of 12,703 persons were trained on these courses in 1991 (this number includes some older persons also trained on this programme).

Community Training Workshops

2.2.31
These are designed to provide basic training within local communities for young people. The essential characteristics of a Community Training Workshop are to provide an amalgam of broad-based, basic skills training, with life and social skills development. The Workshops are managed and run by local community groups under contract to FÁS. Remedial literacy and numeracy teaching are also provided. During 1991, 1,860 trainees received development at various levels in these Workshops – see paragraph 2.2.35 re the Youthreach Programme.

Training for Travellers

2.2.32
The first training centre for young travelling people was established in 1974. (Travelling people are found throughout Ireland - they live a nomadic life, often with considerable hardship.) The number has increased to 26 and, during 1991, the number of trainees who attended such courses was 546. The courses at the centres give a range of skills to the trainees and their objective is to provide opportunities for the young travellers to become self reliant and self-supporting members of society, by breaking the cycle of illiteracy and social deprivation. Skills training covers industrial machinery, dressmaking, cooking, typing, wood- and metal-work and other crafts. These centres are operated jointly by FÁS and the Department of Education with local management committees.

Community Youth Training Programme (CYTP)

2.2.33
This programme is designed to assist community projects by voluntary and local organisations such as rebuilding, refurbishing and renovating community centres, houses for old people, and projects involving social, cultural and historical facilities. It involves trainees in on- and off-the-job training activities and provides both basic and updating skills. FÁS trained 2,922 young trainees on these programmes during 1991.

Skills Foundation Programme

2.2.34
This programme is designed for young people who have achieved the Junior Certificate level at school but who have been unable to get employment. It consists of a 12-week skills-sampling period (which includes basic training in metalwork, woodwork, decorating, mechanics, plumbing, electrical and clerical modules) in order to assess the trainees' aptitude and preference for a specific skill. The balance of the training programme (3 months) is devoted to developing further skills in the selected discipline. This period also involves social-skills development and may help to prepare a trainee for a specific skills training course. In 1991, FÁS catered for 1,059 skills-foundation participants.

Youthreach training programme / a social guarantee concept

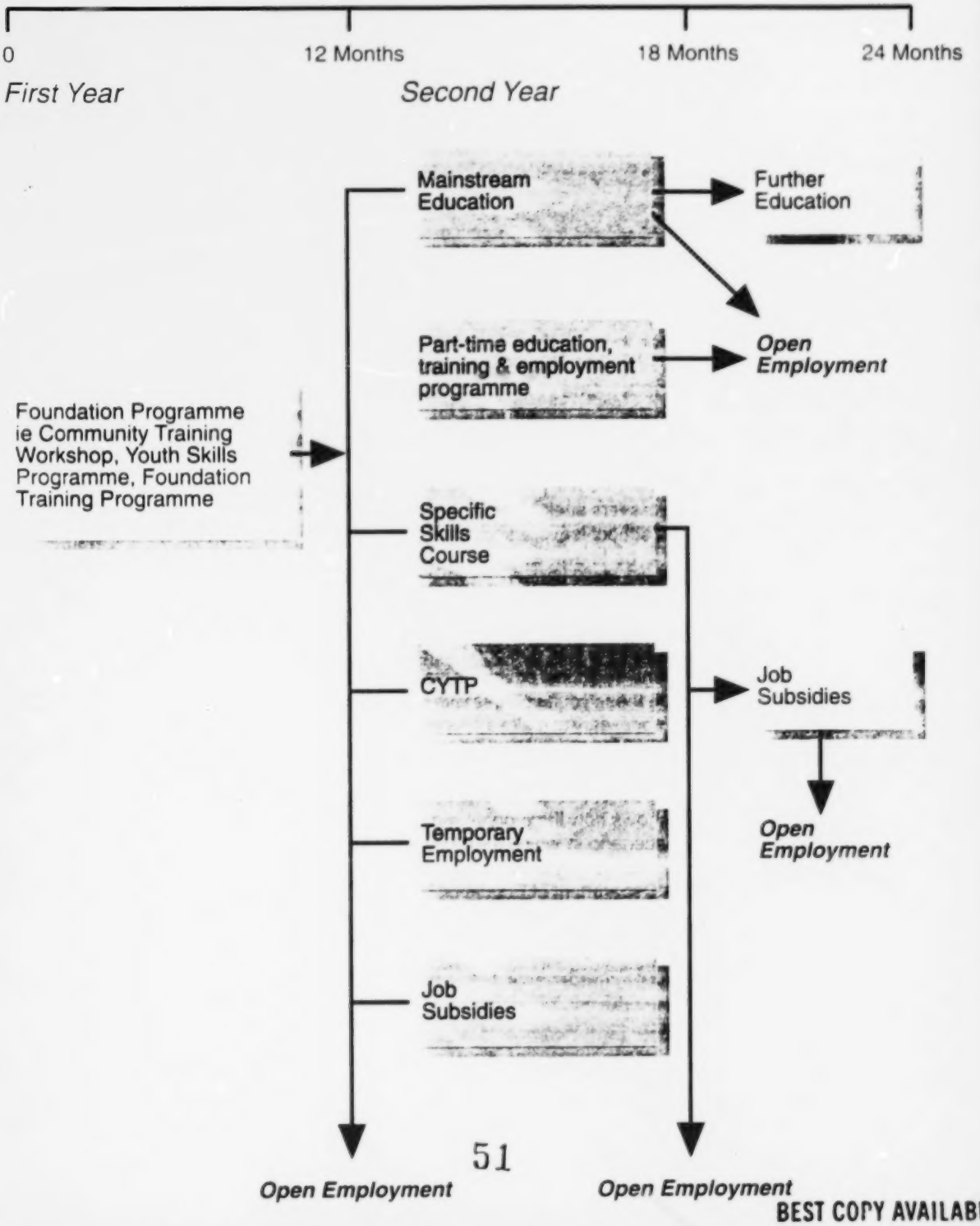
2.2.35
In 1983, the Council of the EC issued a resolution on *'Vocational Training Policy in the Community in the 1980s'*. One of the main thrusts of this document was to guarantee access for unemployed school-leavers to full-time training/work-experience programmes. This concept was, in fact, the Social Guarantee. The introduction of this guarantee in 1985, in Ireland, envisaged a five-year implementation programme. As a result of the Programme for National Recovery (PNR), a committee was set up to examine the problems of early school-leavers seeking employment. Their report recommended that the needs of unqualified school-leavers should be met with a 2-year Training/Labour/Education programme to be known as Youthreach. It was estimated that approximately 10% (6,000) of young persons leave the educational system every year without qualifications.

The Youthreach programme was designed to cater for young people, aged 15/18 and not catered for under the traditional education/training network. The objective of the programme was to provide these young people with the knowledge, skills (both technical and social) and attitudes necessary to make a successful transition into a work/adult life situation.

2.2.36
The following chart shows how the programme is geared to progress from a foundation situation towards a scenario in which the participant is fully prepared to avail of open employment opportunities as they arise. A number of separate training programmes provided by FÁS and the Department of Education form part of this Youthreach programme. In addition, the programme makes provision for progression to temporary or subsidised employment opportunities for young people. In 1991, 3,300 persons commenced the Youthreach programme.

Youthreach

Progression for Unqualified Early School Leavers



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Source: Youthreach (Framework of objectives), Departments of Labour and Education, 1989

Training of young people for hotels, catering and tourism

2.2.37
CERT provides full-time and block-release courses for craft and management trainees in the hotel, catering, and tourism industry. These courses are geared for first-time young entrants who wish to pursue careers in the catering/tourism and related occupations. The trainees are generally aged from 17 to 24 years and must have the Junior Certificate. The courses range from 1 to 3 years, depending on whether they are full-time or block-day-release courses. These courses are held in third level colleges throughout the country and receive certification from the National Tourist Certification Board (NTCB). In 1991 there were 1696 persons on full-time courses, of which 989 were training as chefs.

Full-Time Craft Courses in Colleges
(Numbers in training as at November 1991)

Chef	Dining-Room	Bartender	Hospitality Assistant	Reception	Accomm-odation	Tourism
989	217	146	250	46	14	34

Source: CERT Annual Report, 1991.

Catering/Tourism Foundation at School

2.2.38
To encourage interest in tourism and catering careers, introductory training has been developed in recent years for second level schools.

CERT and the Department of Education now operate vocational preparation courses within schools at two levels: VPT-1 and VPT-2. VPT-1 courses in hotel, catering and tourism studies are designed for 15 to 16 year-olds, while VPT-2 courses offer a progression for young people who seek an alternative to their traditional senior-cycle programme, or who wish to follow such a programme at the end of their senior cycle.

2.2.39
In 1991, 637 students remained at school to follow one-year vocational preparation courses at VPT-2 level in Hotel, Catering and Tourism Studies. Developed by CERT in association with the Department of Education, the VPT-2 courses involve practical skills training, education and work experience. A number of places on CERT third-level courses are offered each year to allow promising students from this course to further their career in the industry. These programmes are now available in forty schools throughout Ireland.

2.2.40
Thirteen new centres joined a separate CERT scheme which sets standards and provides recognition for catering courses run by Youthreach and Rehabilitation centres. The Certificate in Vocational skills was awarded to 291 trainees who followed the course and were assessed on the basis of prescribed standards. The scheme was extended by CERT to the prison system and operates in a number of prisons.

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Second Level Programmes
Numbers following tourism-related courses in schools at November 1991

Programme	1991
VPT-2 Vocational Programme and Training Programme	637
Tourism Awareness Programmes	304
Total	**941**

Source: CERT Annual Report, 1991.

In addition, a programme in Tourism Awareness (159 hours) has been developed for inclusion in the transitional years (i.e. the 4th year of second-level school programmes).

New Developments

2.2.41
A new course in tourism studies for school-leavers has been recently introduced and operates in a number of colleges. A two-year programme, the Certificate in Tourism Skills, is designed for those who are interested in pursuing a career in tourism, particularly in small businesses ranging from interpretative centres to craft businesses. The course aims to develop young tourism professionals who will have a keen understanding of tourism and have the customer-service skills needed to take up employment in the industry. This course receives certification from the NTCB.

Initial training for nurses

2.2.42
There are four basic courses in nursing, controlled by An Bord Altranais (The Nursing Board):

- General Nursing
- Psychiatric Nursing
- Mental Handicap Nursing
- Sick Children Nursing

Each chosen course consists of a three-year programme of which, at present, 28 weeks is theoretical study and the remainder is supervised clinical training in the hospitals' relevant departments.

It is proposed to change the training structure for General Nursing to a ratio of one-third theory and two-thirds supervised clinical training, but no decision has been made in relation to the other nursing disciplines.

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Training in Irish-speaking (Gaeltacht) areas

2.2.43

Television Training

In preparation for the establishment of an Irish-language TV service, Údaras na Gaeltachta is involved in the development of a comprehensive training programme. This covers every aspect of TV programme production for twelve young native Irish speakers on a six-month intensive course.

2.2.44

Gaeltacht/PETRA Programmes

PETRA is the European Communities' Action Programme designed to prepare young people for adult life and the world of work. Údaras na Gaeltachta, in linkage with a Scottish Gaelic Business College in the Isle of Skye, has established computer link-ups between schools, training centres and industry. These are designed to make educational opportunities, that are normally associated with major population centres, available to young people in the most disadvantages areas. With financial assistance from PETRA, Údaras has installed modems in a number of Gaeltacht second-level schools. The modems enable each user to contact any other member in the system for the cost of a local telephone call. This scheme will be expanded to encompass the area's post-primary school network.

Initial training for sea fishing

2.2.45

Fishing Deckhand Course

This introductory course by Bord Iascaigh Mhara (BIM) is available to young persons who have completed second-level education. The course is full-time and is of 34 weeks duration. Four months of this period are spent studying in the training school, with the remainder involved in practical work experience on fishing vessels. The instruction is designed to give the trainee a thorough grounding in all the basic skills, and practical knowledge needed, to work with safety and efficiency on the decks of all types of vessels currently operating in the Irish fishing fleet. The main tuition covers: deckwork, net work, fishing gear maintenance and watch-keeping skills.

The trainees' progress is closely monitored and a BIM Fisherman's Discharge Book is issued on the successful completion of the course's exercises and assessments.

2.2.46

Aquaculture/Fish Farming

The fish-farming industry is of growing importance to the Irish economy because of its potential to generate employment, and produce additional revenue by increasing exports. Because of this, a special course was designed by BIM, in co-operation with the Irish aquaculture industry, to meet the industry's practical training needs by assisting in the provision of a core of industrially-trained personnel at operative and supervisory levels. It is designed for those wishing to be fully or part-time involved in the industry either as self-employed members of community-organised enterprises or employees on large fish farms.

The course of 25 weeks duration, consists of 13 weeks intensive in-centre training on land and on water, including laboratory and workshop instruction at the BIM National Fishery Training Centre, Co. Donegal, followed by 12 weeks work experience on selected commercial farms around the coast.

Practical Fish Farming Course:

A training programme for fish farmers is provided which incorporates the following instruction:

- Introduction to aquaculture
- The marine environment and monitoring techniques
- Biology of commercial species
- Techniques of fin-fish and shell-fish farming
- Safety in small boats and small-boat operation
- Care and maintenance of fish-farm equipment
- Instruction in equipment fabrication
- Business management
- Quality assurance.

Initial agriculture training

2.2.47
In agricultural education and training, Teagasc has a statutory obligation to have particular regard to the need for, and importance of, training for young people.

The Certificate in Farming Programme

2.2.48
The Certificate in Farming Programming is designed for young entrants into farming. It is an education and training programme which includes a formal course, and supervised work experience. It is a three-year programme and may be pursued in either of two options, as outlined:

Year	Option 1
1	Agricultural College (full-time residential course)
2	Practical Experience on Working Farm
3	Management Module

Year	Option 2
1	Part-time Course Work
2	Practical Experience on Working Farm
3	Management Module

Source: Teagasc Annual Report, 1991.

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Option-2 trainees do most of the course work at the local training centres. However, they do two or three weeks of residential course work at agricultural colleges over the period of the programme; these residential courses are used mainly to demonstrate and teach practical skills. The provision of a Certificate in Farming at local centres through Option 2 has provided an opportunity to individuals to avail of the programme who could not participate in a full-time residential course for personal or financial reasons. The numbers in courses annually are as follows:

Residential Courses	**1990**
Option 1	
General Agriculture	900
Commercial Horticulture	75
Amenity Horticulture	25
Pig Production	20
Poultry Production	15
Option 2	
General Agriculture	800

Source: Teagasc Annual Report, 1991.

The final management module which builds upon the experience and increasing maturity of trainees is particularly valuable.

In all courses for new entrants - most of whom are in the 17 to 21 year age group - the main areas of content are:

- the technology and skill of agriculture production and farm management;
- quality control, presentation and marketing, environment conservation;
- self-development.

Farm Apprenticeship

2.2.49

A three-year Farm Apprenticeship scheme, with an annual enrolment of about 120 students, is administered by the Farm Apprenticeship Board, a private voluntary board grant-aided by Teagasc. The objective of the course is to train farm managers. Entrants to the scheme must have completed a one-year course at a residential agricultural college and have reached the set standard in its examinations. Arrangements also exist for transferring from Option 2 of the Certificate in Farming programme into the Farm Apprenticeship scheme. Apprentices are placed for one year on each of three master farms and receive four weeks' course work each year on day- and block-release courses.

Teagasc also facilitates an exchange programme for agricultural trainees with other European countries. These activities are arranged in conjunction with the EC PETRA Programme.

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2.3 Continuing Vocational Education and Training

FÁS Programmes

Training Programmes for the Unemployed
2.3.1
In general, unemployed persons have to meet certain requirements to be eligible for FÁS training schemes. Priority for some programmes is given to persons over 25 who are unemployed for over 12 months. These long-term unemployed are assisted by FÁS to develop and update their skills and experience. There are a number of training programmes (eg Building on Experience, Return to Work and Alternance) specifically designed to assist the long-term unemployed to assess their career potential and employment opportunities and to provide the appropriate training required.

The following programmes (paragraphs 2.3.2 to 2.3.6) are run by FÁS to train the unemployed.

Local Training Initiatives
2.3.2
This covers a range of community-based work-related training activities. Local voluntary steering committees, composed of experts and other relevant groups, are involved in identifying potential projects offering employment and training opportunities for unemployed people. The activity-based training is processed on a modular basis. The chosen modules are related to both the demands of the task and to the needs of the persons being trained. Among the areas of training are:

- community surveys
- co-operative development
- community leadership, and
- archival activities.

Under this scheme, 2,155 unemployed people received training and work experience during 1991.

Enterprise Programme
2.3.3
This programme is a new integrated approach to what had been provided separately as Enterprise Training and the Enterprise Scheme. Under the new scheme, FÁS offers eligible unemployed people a programme of up to one year, which combines both training and enterprise payments, to assist them to start up their own business.

It provides a full range of support to individuals and groups who are setting up new businesses, including short specific training programmes, working advice, and finance. Phase 1 of the programme involves an 8 to 10 week business appraisal training course which assists in assessing the business needs of the project and in the preparation of a business plan.

Phase 2 comprises a range of supports aimed at successfully developing the business. These include:

- Technical training
- Income support
- Enterprise workshops, and
- Ready access to business advice.

In 1991, 3,423 participants were involved in the Enterprise Programme.

Specific Skills Training

2.3.4

These courses are a direct response to the specific skills requirements of industry and commerce. They aim to give participants a definite skill which will enable them to progress quickly from a FÁS course into a permanent job. Courses range across:

- Engineering
- Electronics
- New Technology
- Clerical/Office Procedures
- Construction
- Clothing
- Business
- Finance
- Management

Courses are conducted in FÁS Training Centres and by external contractors depending on local demand. These courses usually last from 16 to 36 weeks and are certified by FÁS and the City and Guilds of London.

Alternance Programme

2.3.5

The Alternance Programme comprises alternating periods of FÁS training and periods of practical work experience in a work environment. The training is designed specifically to meet the needs of the long-term unemployed. The main courses in the programme are:

- Building on Experience, and
- Return to Work for Women

During 1991, 2,060 unemployed persons took part in these courses.

Community Enterprise Programme

2.3.6

Throughout Ireland, people are coming together to create new businesses and thus new jobs. FÁS provides a range of supports to enable community co-operatives, workers' co-operatives and/or development companies to become operational. These supports include advice, training/educational modules, and cash grants and form part of the FÁS Community Enterprise Programme. It is accepted that many of those who may wish to become involved in community enterprise may not have had business experience. The programme is not a 'stand alone' one but is intended to help communities and co-operative groups succeed in their enterprise initiatives and to maximise the benefit of State investment in such enterprises.

240 people were directly assisted in the Community Enterprise Programme in 1991, which also had a spin-off effect in assisting many others.

Training in Industry

FÁS Services to Industry

2.3.7

For those already in employment, ongoing training and development is provided by the relevant employer, with advice and assistance from FÁS through its Services to Industry function. The principal objective of this function is to help improve industry's performance through training by:

- promoting the concept of systematic training in companies through a Levy/Grant System and continuous monitoring and assessment.
- developing training strategies to meet the needs of specific industrial sectors in conjunction with Industrial Training committees drawn from each specialised sector. These committees are representative of employers, unions and other interested parties.

In order to ensure that industrial training is set at a satisfactory performance level (in quality and quantity), FÁS operates a statutory levy for industry. There are seven 'designated' sectors covering Engineering, Construction, Textiles, Printing and Paper, Chemicals, Clothing and Footwear, and Food, Drink and Tobacco. All companies in these sectors, with a payroll over a certain minimum, are subject to the levy system. Companies are required to achieve an established 'target standard' of training performance. Failure to meet such standards incurs the payment of the levy which varies, according to the industry, from 0.25% to 1.25% of the total payroll figure. Firms that fulfil the necessary criteria are required to pay the minimum levy, set at 0.1% or 0.25% (depending on industry). The payment of the levy is statutory and processed by FÁS on behalf of the Department of Labour.

The IDA's Role in Industrial Training

2.3.8

The Industrial Development Authority (IDA) is responsible for the administration and payment of training grants to new industrial start-ups and for approved training in existing companies. The preparation of such training programmes and their regular monitoring and validation are carried out by the FÁS Services to Industry Section, in conjunction with the IDA.

Programme for the Single European Market

2.3.9

In 1990, FÁS introduced a package of measures designed to improve the capacity of Irish businesses, particularly small to medium-sized firms, to compete successfully in the Single European Market. The package, called the Industrial Restructuring Training Programme, will be available for a number of years. The programme includes retraining and updating of skills courses, financial support for selected firms and research into sectoral skill developments. It is also geared to provide additional resources for management training.

Training Support Scheme

2.3.10

The Training Support Scheme is designed by FÁS to increase and improve training within Irish Industry in order to increase its competitiveness within the Single European Market. Firms applying for training grants must provide a comprehensive identification of training needs in specified areas and show that this development is linked to a clearly-identified business strategy. The development areas covered are:

- Strategic Planning
- Information Systems
- New Technology
- Marketing/Languages
- Productivity
- Quality/Service
- Finance

Small firms employing 50 persons or less can receive up to 65% in grant aid, medium-sized firms employing between 51 and 200 employees are eligible for grants of up to 40% of the training costs, whilst large companies employing between 201-500 are eligible to grants of 25%. The proposed programme and trainers must be approved by FÁS. The programme is funded by the government with EC support. In 1991, over IEP 3 000 000 was paid out to 1,087 companies, and 14,411 participants from these companies were developed in a broad range of disciplines.

Management Development Programme

2.3.11

In conjunction with the Industrial Development Authority, FÁS runs a development programme for managers in selected companies. This consists of consultant-provided courses, which are designed to be client-flexible and are based on the particular companies' identified management training needs.

The basic programme consists of four 'one-to-one' modules in the following disciplines:

1 Management Information Systems - Basic Book keeping, Computerisation of Accounts, Costing.
2 Business Planning
3 Strategic Planning
4 Development of a strong management 'team' structure

The programme is monitored by FÁS and funded by the IDA.

In 1990, 209 companies were approved under the programme, at a cost of IEP 1.39 million.

Continuing training for the hotel, catering and tourism industry

2.3.12

CERT provides continuing training for those already in employment and for unemployed persons who would like to work in the industry. Services are provided through a network of three training centres, seven regional offices, ten hotel and catering colleges, as well as temporary training centres set up as required. As well as catering for the needs of young people, CERT provides training/development in the following categories:

- Personnel already working in the industry who receive training in the work place or who attend external courses.
- Unemployed adults who learn basic hotel/catering skills on a 13-week programme in CERT training centres.
- Managers and proprietors who follow Management and Business Development programmes.
- Unemployed entrepreneurs who follow a 'Business Start-up Programme'.

New Tourism Courses
2.3.13
In conjunction with the tourism industry, CERT is developing new training initiatives for the non-food and accommodation sections of the tourism industry.

Tourism Programmes for Adults

Tourist Advisers
2.3.14
A new part-time six-month course in tourism studies, customer relations, product development, office procedures and information skills has been developed for those already employed as tourism advisers.

Advanced Certificate in Tourism
2.3.15
The Advanced Certificate in Tourist Business Studies is designed to help existing small businesses to improve their professional expertise and upgrade their supervisory skills. It is a 20-week course and provides a mix of business, supervisory and tourism-product studies.

Distance Learning
2.3.16
This facility provides distance learning and interactive video packages to allow managers to either train in their workplace or in CERT units. It consists of workbooks, audio-visual material and work-based projects, as well as local tutorial counselling as required. The subjects cover management skills and specialist topics ranging from customer care to negotiating skills.

Bilingual Tour Guides
2.3.17
In 1991, sixty-four new guides were trained and registered with Bord Fáilte (the Tourist Board) following CERT examinations and assessments.These bilingual guides were recruited and trained to cater for the growth in the continental tourist market.

2.3.18

Day and 2-Day Release Courses in Colleges

(Numbers in training as at November 1991)

Chef	Diningroom	Tourism
495	50	24

Supervisory Courses in Colleges

(Numbers in training January to December 1991)

Accommodation Supervisor	Bar Supervisor	Food Service Supervision	Tourism Business Studies
30	31	28	24

Training of Unemployed Adults

(Numbers trained from January to December 1991)

Course		1991
Basic Skills Courses		1,061
Other Courses		
- Return to work	78	
- Business Start-up	12	
- Skills Update	31	
- Long-term Unemployed	64	
Sub-total		185
Total		**1,246**

Management Courses 1991

(College or hotel-based)

College	1991
CERT Trainee Manager Development Programme (Hotel-based)	96
Galway Regional Technical College	99
Shannon College of Hotel Management	166
Total	**361**

Industry-Based Training

(Numbers trained from January to December 1991)

Type of Training	1991
In-company programmes	3,776
External programmes	1,188
Total	**4,964**

Source: CERT Annual Report. 1991.

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Training in agriculture for adults

2.3.19
Adult farmers require education and training in order to acquire up-to-date technical information and skills. These established farmers form an essential part of the Teagasc client group and appropriate courses are provided through its country-wide network of educational centres and agricultural advisers. Day-release courses of up to 100 hours duration in total are provided to cover new developments in farm technology, safety, anti-pollution procedures, as well as newer developments to cover enterprises such as deer farming and horticultural activities. The course contents are determined by the particular farming situation and designed to suit these specific identified needs.

In adult courses (ranging from 20 hours per course upwards), the number of participants during 1990 exceeded 11,000.

Specialised nursing

2.3.20
Nurses who wish to qualify in midwifery follow a two year course after suitable experience in general nursing. Those who wish to pursue a career as Public Health Nurses must have completed their midwifery studies before attending a one-year diploma course at University College, Dublin. Nurses who have full qualifications, including midwifery, and who wish to qualify as Nursing Tutors, must have at least three years experience at staff-nurse level. This is the basic requirement in order to attend the three-year degree course at University College, Dublin.

Shannon Development (SFADCO)

2.3.21
Shannon Development (SFADCO), as part of its remit to promote the Shannon Region, has instituted a number of training development programmes. In terms of training development, the company's formal involvement covers the following areas of activity:

- The Plassey Management and Technology Centre is a training initiative run by Shannon Development in conjunction with FAS and the University of Limerick.

- The 'Entrepreneurs Programme' of the Shannon Development Innovation Centre is a training programme that uses team-building techniques to stimulate new technology business start-ups. It is just one of a family of programmes emanating from the Innovation Centre.

- The 'Tourism Entrepreneurship Programme' is designed to develop innovation in the Shannon tourist region. It covers such aspects as Market Research, Objective Setting, Management Strategy & Finance.

- Provision of grant support for approved and validated training by industry in the region in conjunction with FAS.

Shannon Development is also involved (with FÁS) in designing training programmes to meet the skill needs of the sector in the aviation industry and also establishing a working liaison with second level schools to promote entrepreneurship awareness.

Údaras na Gaeltachta - continuing education

2.3.22

Údaras na Gaeltachta is the state agency for the economic, social and cultural development of those indigenous Irish-speaking regions called the Gaeltacht. This is achieved through the promotion of productive employment schemes, and through the development of local natural resources and entrepreneurial skills.

Principal requirements for training emanate from existing companies. There is considerable demand for quality-control training, information technology, management development programmes and the various aspects of aquaculture. In-company training, in all areas of industrial technology, is ongoing. Twenty-nine persons were involved in the Management Development Scheme, bringing the total in this scheme to sixty-three. Seven hundred and sixty nine people completed in-company training programmes. The training division also conducts training-skills workshops, as well as courses in interactive management skills (for supervisors).

The Irish Management Institute (IMI)

2.3.23

The Irish Management Institute is Ireland's provider of management training, education and development and provides a growing service to European clients. The aim of the Institute has evolved over time and is *"to assist managers to improve the performance of companies and organisations in Ireland through management development and training"*. Institute programmes are aimed primarily at the experienced manager. Over two hundred public programmes are provided in every management discipline and for every management level.

The Institute has also evolved a number of post-graduate level programmes in association with Trinity College, Dublin. These programmes typically attract senior corporate managers and concentrate on general management, strategic management, and organisational behaviour. One programme in particular, begun in 1975/76, pioneered the application of action learning to senior management development in master's programmes.

The Institute has also pioneered a small-business development programme which has become unique in Europe. The programme is now used as a model in a number of European countries.

The most significant recent service developed by the Institute is large-scale in-company programmes. Typically, these involve helping companies to design and implement major management programmes in line with the company's strategic and organisational goals.

Some six thousand managers are trained by the IMI every year.

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Development training in sea fishing

2.3.24

BIM's training unit covers all continuing education and training for those already engaged in sea-fishing activities. The National Fishery Training Centre provides facilities for all full-time programmes. Those facilities are augmented by a fully-equipped mobile training unit which provides countrywide training on shorter, work tailored courses.

Continuous training is also available in the following disciplines:

- Navigation,
- Telecommunications,
- Boats and Gear Maintenance,
- Net Making,
- Fish Gear Design,
- Electronic Fish Detection,
- Fish Methods
- Safety,
- Cookery,
- Hygiene,
- Fish Handling,
- Aquaculture,
- Fire-fighting Skills

In-Centre Courses

2.3.25

Full time courses are available in the following:

1. Certificates of Competency Courses
   Second Hand (Limited/Full) and Skipper (Full).

2. Marine Engineer (Fishing) - Class 1, 2 and 3

3. Electronic Navigation Systems (Fishing)

4. BIM/HSE Part 4 Diver

5. Quality Assurance
   Courses are provided in quality assurance and hygiene to meet the needs of the catching, aquaculture, processing, wholesale, distribution and retail sectors.

6. In-Service Training
   Subject to demand, short specialist courses are organised to facilitate fishermen/fishfarmers during slack periods in their work programme and cover the following topics:

   - Basic Radar Navigation for fishermen/fishfarmers,
   - Practical net design and Construction using CAD programmes,
   - Small Boat Handling,
   - Fishing Gear Technology,
   - Product Quality Control and Hygiene,
   - Fishing Vessel Accounting,
   - Meteorology and Oceanography for Fishermen,
   - First Aid for Seafarers,
   - Fishing Vessel Machinery Maintenance and Management.

Training for people with disabilities

2.3.26
Programmes for people with disabilities take place in four different forms.

- Basic Training Centre
- Vocational Training Centres
- Skills Training Centres
- Community Workshops.

With the exception of a small number of training centres operated by the Health Boards, training is provided by non-statutory voluntary groups.

Community Workshops

2.3.27
Community Workshops have been in existence in Ireland as rehabilitation training centres since 1975. They cater for people with disabilities who have not worked before, or who wish to return to work following period of absence from the labour force. These workshops are usually open to all who could benefit from attendance, regardless of their disability. Training courses provided include work activation, vocational training and basic training. Some Community Workshops offer skills training, although this is not common at present. Alongside the training programmes, these workshops also provide long-term sheltered work for people who, after a period of time in training, are not yet suitable for open employment.

Basic Training Centres

2.3.28
These centres have traditionally provided a programme of transition from school to the world of work for people with mental handicap. They generally operate a classroom-based training model and differ from the Community Workshops in terms of the role played by real work in the training process. The Skill Base programme is now provided in all of these centres.

Vocational Training Centres

2.3.29
Vocational Training Centres provide programmes of basic training and may also provide work activation and vocational training courses. These centres differ from the Community Workshop in that they usually provide services for a particular disability group, eg mental handicap, physical handicap or psychiatric disability.

Skill Training Centres

2.3.30
In Skills Training Centres, the focus is on learning specific skills rather than general work-related skills. These courses provide high-level skills which are generally certified by a recognised certification agency. While the course content is similar to that of courses in mainstream training agencies, these centres offer greater flexibility and support to people with special needs.

Course Assessment

2.3.31

The National Rehabilitation Board is in the process of developing a standard evaluation system for the accreditation of courses in various centres/workships. The objectives are:

- To improve the quality of service provided for people with disabilities;
- To develop and maintain standards which can be used by rehabilitation agencies as a standard by which the quality of service provided can be measured;
- To provide an objective and impartial system by which organisations can be evaluated;
- To establish minimum standards which should pertain, irrespective of geographical location, to the different agencies providing rehabilitation services;
- To provide a mechanism by which the service provided can contribute to standard setting and programme improvement.

National College of Industrial Relations (NCIR)

2.3.32

The NCIR is a university level institution, the function of which is to promote trade union studies and industrial relations training. It is the largest educational institution in the country concentrating on providing degree and diploma courses in human resources management, industrial relations and trade union studies. A range of other courses in accountancy, management and industrial relations, and first-line management, are also provided.

2.3.33

The College also offers programmes for research graduates, leading to MA and PhD degrees, in areas relevant to industrial relations, trade union studies, human resource management and social policy.

2.3.34

NCIR is run by a board of management representing a three way partnership between the trade unions, employers and the Jesuit order. It has a current enrolment of over 1,500 students, who are attending full or part-time courses.

Access to education

2.3.35

The NCIR runs programmes specifically designed to address the needs of people who want to go on to third-level education, but lack certain skills and/or the necessary self-confidence. The course introduces students to the skills necessary to pursue a third level course.

Parental involvement in education

2.3.36

This Community based initiative of the NCIR is run in association with the Department of Education, and operates in two centres in Dublin covering 20 schools. The purpose is to help in the creation of a supportive environment for children during their second level years. In so doing, it is hoped to tackle the high drop-out rates prevalent in certain areas.

The basic format of the initiative covers:

– a programme for schools - designed to build effective parent-school partnership and

– a programme for parents - aimed at facilitating effective parental participation in their children's educational development.

Continuing training in the education system

Evening and Part-time Training

2.3.37

It is estimated that up to 200,000 adults are engaged in some form of education and training. These adults, from a wide range of backgrounds, have finished their initial education and feel the need to pursue further education and training through night classes in local vocational, community or comprehensive schools. Courses are also provided by FÁS, as well as extra mural courses in the universities and other third-level colleges. There is also a range of correspondence or distance-education courses through tapes, comp-uters, videos, radio or television. Many participants on these courses do so as a hobby or for recreational reasons, but a large proportion are motivated by reasons of self-improvement. They may take courses as part of their work, to update skills and knowledge. They also take part in such courses as a means towards getting a job, changing careers, improving promotion prospects or even, basically, to learn to read and write.

2.3.38

The variety of courses available is very wide and the following is a sample of the range and scope available:

- Foreign languages
- Office skills
- Start your own business
- Electronics
- Advertising
- Assertiveness
- Trade union studies
- Work study
- Graphic design
- Word processing
- Navigation
- Systems analysis
- Montessori teaching
- Childcare
- Accountancy
- Computers
- Taxation and accounts
- Cookery
- Car maintenance
- Gardening
- Personnel management
- Marketing
- Photography
- Video production
- Agricultural skills
- Fashion design
- Tourism

2.3.39

A proportion of the courses lead to qualifications issued by professional bodies (eg business studies, marketing, law).

Apart from those already mentioned, the following agencies provide specific types of adult vocational education and training:

- The Rehabilitation Institute
- Radio Telefís Éireann
- The Regional Health Boards
- Dublin Institute of Adult Education

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- The People's College
- The Irish Countrywomen's Association
- The Council for the Status of Women
- Macra na Feirme (the young farmers' association).

Various commercial organisations, trade unions and other professional bodies also run courses.

Vocational Training Opportunity Scheme (VTOS)

2.3.40
The Department of Education provides a special programme called the Vocational Training Opportunity Scheme, introduced in late 1989 following a pilot scheme, which is aimed at people over 21 years of age who have been unemployed for at least 15 months and who are seeking second-chance education and training. The aim of the programme is to bring trainees to a level where they can compete with other groups in gaining entry to the labour market or go on to further education at higher level. The programme has expanded rapidly over the last couple of years and there were 1,560 places in 1992.

The National Association of Adult Education (Aontas)

2.3.41
Aontas is a voluntary organisation established to promote learning, education and vocational training throughout life. It is particularly concerned with those who are educationally or economically disadvantaged.

Aontas is an umbrella organisation whose members include providers of courses, tutors, learners, and anyone interested or involved in adult education/training. Its essential aims are to promote the importance of continuing education, the development of better systems, good teaching practice and certification, the provision of information, research and other relevant projects.

Training in the Civil Service

2.3.42
General training in the Civil Service is organised on a departmental basis by DTOs (Departmental Training Officers). The training needs for the civil servants below management level are assessed by the DTO in conjunction with the heads of the relevant departments. Courses are organised accordingly and are generally in-house arrangements covering areas such as:

- Induction
- Assertiveness
- Letter writing
- Computer skills

Specialised courses are organised through the appropriate outside agencies.

2.3.43
Management training in the Civil Service is carried out on an overall basis by the CSTC (Civil Service Training Centre). The centre provides the necessary support and frameworks to assist the departments to meet their identified training needs. Among the development programmes (which adopt a focused, long-term, modular approach in specific core skills) are the following disciplines:

- Media skills
- Strategic planning
- Information technology (workshops)
- Objective setting and performance measurement
- Time management
- Government accounting legislation
- Women in management
- The European Community
- Business analysis
- Computer and language training.

The CSTC is funded by, and responsible to, the Department of Finance.

The Institute of Public Administration (IPA)

2.3.44

The Institute of Public Administration provides a wide range of training/educational facilities. The types of education courses on offer include:

Degree Courses

- Bachelor of Arts
- Bachelor of Business Studies
- M.Sc(Econ) in Policy Studies

Professional Education

The IPA conducts courses meeting the full academic requirements for associate membership of the Chartered Institute of Public Finance and Accountancy.

Other courses externally validated

- National Certificate in Public Management
- National Certificate in Public Sector Financial Management
- Higher Diploma in Computer Studies
- US Internship Programme
- Graduate Diploma in Public Administration for Engineers
- Certificate in Public Sector Personnel Practice.

A distinctive mark of the undergraduate and other programmes is that they are available to Irish public servants irrespective of location. In addition to the mainstream BA degree course in Public Management, the programme provides for options in Health Management, Administration of Justice, Management, and Local Government studies.

2.3.45

The IPA is the national training centre for local authorities and the health services and a major supplier of training services to the civil service and state-sponsored bodies. It also provides courses for some international organisations, for developing countries and non-governing organisations. Approximately 7,000 public servants from all levels and services participate in training activities annually. Training services are delivered through eight units to help maintain close contact with clientele and ensure quick response to needs. Four sectoral units provide for a direct link with the civil service, health services, local authorities and state-sponsored organisations, while the four units, Management, Finance and Planning, Personnel, and Information Technology, are concerned with public sector-wide needs in their respective functions.

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2.3.46
Many of the Institute's training staff have conducted courses in overseas countries in cooperation with local training organisations. Staff of the Institute work with similar organisations in developing countries to help them, through the transfer of training capability, to develop their institutional capacity to meet needs in their own countries. In its overseas activities, the Institute cooperates with the Irish Department of Foreign Affairs and many multilateral donor agencies such as the World Bank, United Nations agencies, World Health Organisation and the European Communities. The Institute also undertakes research projects, provides a specialised library service, publishes books and periodicals dealing with Irish government, as well as organising seminars and lectures on public affairs.

Trade Union Training

2.3.47
The Trade Unions are involved directly and indirectly with all aspects of the country's vocational training systems. The TU movement is involved in its capacity as a social partner with developing much of the national training policies adopted. It is also involved in education and in the training of its own members and officials. The ICTU (Irish Congress of Trade Unions) is the umbrella body of the Irish Trade Union movement. It provides an education and training facility for its member unions in the following categories:

- Shop Steward Training
- Trade Union Training
- Union Officials' Training
- Safety Training
- Worker Directors' Training
- Labour History Studies
- Tutor Training
- Training for Women
- Media Training
- Trade Union

It also organises seminars and workshops covering identified needs for specific unions. These cover such areas as Industrial Law, Economic and Social Planning, Protective Legislation, Communications and Media.

The People's College

2.3.48
In 1984, the ICTU established the Peoples College. This college provides a wide range of courses for union members and the general public. In 1991, the college offered 57 courses in its general syllabus. Special courses were organised at the request of individual unions for their members. For example, two Italian and one Spanish course were organised for shift workers who are employed in the international telephone exchange. The college also ran personal development and communications training for members of the teachers' union. In addition, the college ran a number of specialised courses in Computer Studies, Stress Management, Counselling, and Languages (French, Italian, Russian). Other courses run in conjunction with the ICTU included Legal Studies, Irish Politics, Economics, Human Relations, Current Affairs, as well as Basic English and Maths.

Services, Industrial, Professional and Technical Union (SIPTU)

2.3.49

SIPTU is the country's largest trade union and runs its own education and training department. It organises courses for approximately 1,600 of its members every year, in locations throughout the country. The subjects covered are:

- Shop Stewarding
- Labour Law
- Economics
- Industrial Relations
- Productivity
- Job Evaluation
- Company and European Law
- Health
- Safety and Welfare at Work
- Women's' Affairs
- Assertiveness Training
- Work Study Techniques
- Company Finance

Other courses are designed for specific needs

Federation of Irish Employers (FIE)

2.3.50

The Federation of Irish Employers (FIE) represents Irish employers in personnel, wage and other matters. It has a membership in excess of 3,000 companies (250,000 employees) and is funded by members' subscriptions. FIE seeks to shape national policies and influence decision making in a way which promotes employers interests. The Federation trains through special conferences, in-company training and public programmes. These include the following:

- Industrial Relations
- Pay
- Employment Conditions
- Taxation
- Social Welfare
- Pensions
- Management Development
- Occupational Health and Safety
- the EC and International Industrial Affairs

FIE provides training in human resources management and related topics for managers at all levels. Courses are developed in consultation with members to ensure that these meet their particular identified needs. Programmes on Managing People are held regionally. Advanced industrial relations programmes are conducted on a regular basis.

2.3.51

The FIE and the Confederation of Irish Industry (CII) recently merged to form a single employers' organisation, the Irish Business and Employers' Confederation (IBEC)

REGULATORY AND FINANCIAL FRAMEWORK

3.1 Administrative Arrangements

Department of Education

3.1.1
The Department of Education is responsible for the administration of public education: primary, post-primary and special educational facilities. State funds for universities and colleges are channelled through the Department. It provides a wide range of training courses in second level schools, for those who have left the compulsory school system. At third level, it provides a variety of course choices in technical and business skills development. In conjunction with FÁS and CERT, it caters for the classroom instruction of apprentices and for those involved in the tourist, catering and hotel skills development programmes. The Department also provides the required training (in co-operation with FÁS) for unqualified school-leavers, other identified as disadvantaged young people, as well as special training facilities for those who are unemployed on a long-term basis. Programmes are funded by government with support, in eligible cases, from the European Social Fund and fees.

Vocational Education Committees (VECs)

3.1.2
These are statutory committees of county councils and certain other local authorities with responsibility for the provision of technical and continuation education and training. They were established under the Vocational Educational Act 1930. There are 38 VECs providing ordinary second level courses, secretarial courses, pre-employment courses, and third level courses to certificate, diploma and degree levels, and they are the primary providers of adult education in Ireland. VECs have their own corporate status and do not come within the system of city and county management. They provide grants and scholarships and also aid in special education programmes and curriculum development and are represented on the board of management and teacher selection boards of community schools.

The network of Regional Technical Colleges and Colleges of Technology under VEC management provides a wide variety of technical courses at certificate, diploma and degree level.

Higher Education Authority (HEA)

3.1.3
The Higher Education Authority has responsibility for the funding of universities and designated third level institutions and the development of third level education to meet the needs of the community. It has an advisory role in relation to all third level education and reports to the Minister for Education. It is funded by government grant-in-aid.

National Council for Educational Awards (NCEA)

3.1.4
The National Council for Educational Awards is a state agency responsible for the development and promotion of technical, industrial, scientific, technological and commercial education and education in art and design outside universities. The Council approves courses and grants and confers degrees, diplomas, certificates and other educational awards. It aims to establish and maintain high standards in courses and ensures that courses will have a practical relevance and career orientation. The Council comprises representatives of the Minister for Education and other members primarily drawn from educational organisations. It is funded by government.

FÁS - the training and employment authority

3.1.5
FÁS was established under the Labour Services Act, 1987, to provide training, employment and guidance services. Its primary activity relates to unemployed people, but it also has responsibility for encouraging the training of employees. It comes under the authority of the Department of Labour. The FÁS Board Members, who are appointed by the Minister of Labour, comprise a chairman, representatives of relevant government departments, the social partners and other interested groups. FÁS is the major body in relation to training of unemployed people and has a network of twenty training centres throughout Ireland as well as many contracted training facilities. It is funded by government with support from the European Social Fund and a small amount of own income.

CERT - the state tourism training agency

3.1.6
CERT founded in 1963 comes under the authority of the Department for Labour and is governed by a Council, appointed by the Minister for Labour, and representative of social partner, educational and governmental bodies concerned with its function. CERT provides its services through a network of seven regional offices, ten hotel and catering colleges, four training centres for the unemployed and temporary training centres as required. It is concerned with standards and certification for the industry, and runs and funds training courses for young persons, the unemployed and employees. CERT is funded by the government, the European Social Fund and industry contributions.

TEAGASC

3.1.7
Teagasc is the body responsible for training in the agricultural sector. It was established under the *Agricultural (Research, Training and Advice) Act* in 1988 and comes under the authority of the Department of Agriculture. Teagasc has a network of training centres throughout the country and runs apprentice and other courses for persons in the agricultural area. It is funded by the exchequer, the EC and earned income.

National Rehabilitation Board (NRB)

3.1.8
The NRB was established by the Department of Health in 1962 under the Health Corporate Bodies Act. The Board advises the Minister for Health on all matters relating to rehabilitation and co-ordinates the work of bodies engaged in rehabilitation. The Board's only direct training involves the training of trainers in conjunction with FÁS.

The provision of vocational training for the disabled is the responsibility of the Department of Health, through the Regional Health Boards. Training is mainly provided by voluntary organisations, with some government and ESF funding.

The National Rehabilitation Board is the co-ordinating body for the various organisations and institutions who are involved in the rehabilitation and training of disabled persons. It provides vocational assessment and guidance services, arranges and validates the appropriate vocational training courses, and provides a job-placement service. The NRB processes all ESF claims made by organisations which are involved in the vocational training of disabled persons for open employment.

The Rehabilitation Institute (REHAB)

3.1.9
The Rehabilitation Institute is the largest training agency for the disabled in Ireland. It provides certified basic training, work activation, and skills training facilities. It has a network of basic training centres, community workshops, vocational and skills training centres throughout the country and is funded by the Department of Health, the ESF and voluntary subscription.

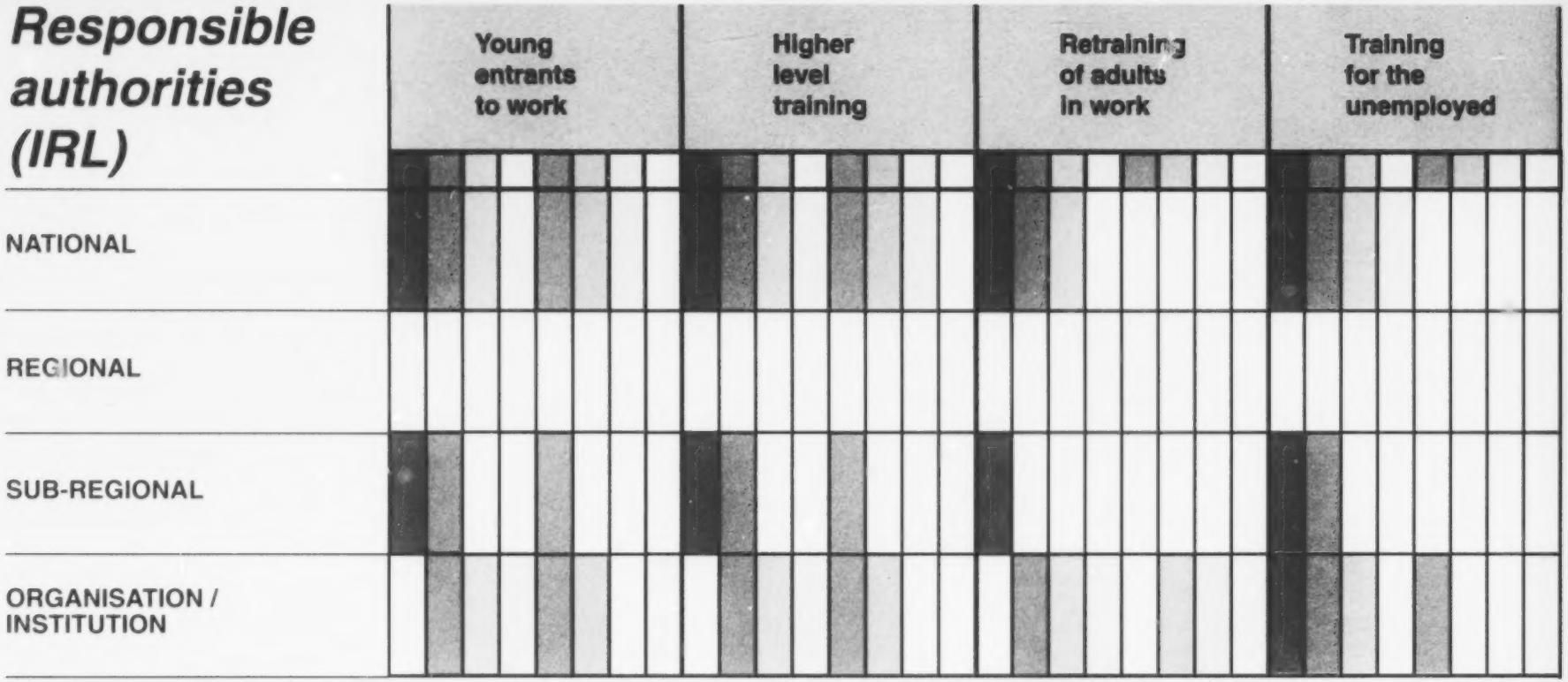
Bord Iascaigh Mhara (BIM) - The Irish Sea Fisheries Board

3.1.10
The Board's training service covers both the training of new entrants to the fishing industry and in-service training. Training is funded by a state grant-in-aid and European Social Fund assistance. It runs a national fishery training centre at Greencastle, Donegal, and a mobile training unit.

Industrial Development Authority (IDA)

3.1.11
The Authority has responsibility for the furtherance of industrial development. It has various functions including the provision of grants and other financial incentives for new and existing manufacturing and service industries and the provision of grants towards the cost of training workers. The Authority is funded by state grant-in-aid and also receives assistance from the European Social Fund. It comes under the control of the Department of Industry and Commerce.

Responsible authorities (IRL)



1. Department of Labour
2. Department of Education
3. Department of Agriculture
4. Department of Health
5. Department of Marine
6. VEC's
7. FAS
8. Teagasc
9. CERT
10. BIM
11. NCCA / NCEA / NCVA / NTCB / City & Guilds
12. Educational Institutions
13. Individual Firms
14. Private Training Organisations (eg. IMI / NCIR)

Regulation of system

Determination of content

Assessment and Certification

Information and Guidance

Delivery:

in education institution or training centre only

alternance and day release

self study

in workplace only

Numbers in brackets refer to organisations which do not have a major role

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Shannon Development (SFADCO)

3.1.12
The Company's current objectives include the growth of Shannon Airport in trade, passengers and services, and the development of systems to stimulate the growth of small indigenous industry in the mid-west region. Support programmes include the provision of small industry management training. The company receives funds from State grant-in-aid and the ESF.

Údaras na Gaeltachta

3.1.13
This semi-state body was established to encourage the preservation and extension of the Irish language in the Gaeltacht and to establish, develop and manage industries and productive schemes of employment in that area. Incentives include the provision of grants towards training costs. The Údaras is funded by the State through the Department of the Gaeltacht and receives grants from the ESF for its various training schemes for new industries.

An Bord Altranais (The Nursing Board)

3.1.14
An Bord Altranais is the body responsible for the training of nurses in Ireland. It controls the training function of the country's teaching hospitals and is responsible to, though not funded by, the Department of Health. It is a semi-state body and its income is derived from registration and examination fees, as well as what is called a "Live Register Fee", which is a yearly subscription paid by every working nurse in the country.

3.2 Finance

Expenditure by main public providers for the training of young people and the unemployed

3.2.1

The aim of this section is to present information on the amount of training in Ireland and some estimates of expenditure on it. The principal fund-allocatory sources for state vocational education and training are the Departments of Labour, Education and Agriculture. The main financial sources for the funding of individual training are the Exchequer, which includes a statutory tax of 1% on all employees (the Training and Employment Levy) and the European Social and Regional Funds. The training of the employed in industry has been developed with the assistance of state intervention. This is achieved through the various grant systems available as a result of a levy/grant system. The main beneficiary bodies in receipt of vocational educational grants are the RTCs, VECs, FÁS, CERT, Teagasc, the Industrial Development Authority and the National Rehabilitation Board.

3.2.2

This section presents in summary form statistics on training activity and expenditure by main public providers or funders of training* Training in this context is defined as for purposes of the European Social Fund. The statistics refer to persons receiving training within the education system and to persons who have been unemployed. They also include persons starting a career in farming and disabled persons.

3.2.3

The following table presents information in relation to publicly-funded vocational training for young and/or unemployed persons carried out by the five major providers in Ireland. It is estimated that about 90,000 people were trained by these bodies in 1989 at a cost of ca IEP 270 million. This represents 0.9% of GDP.

Training of unemployed and young people by main public authorities (1989)

Type of Training	Number Trained	Expenditure (IEP million)
FÁS	36,683	96.2
Department of Education	44,725	109.1
CERT	940	4.4
Teagasc	5,335	8.1
National Rehab. Board	4,704	52.2
Total	**92,387**	**270.0**

Source: FÁS, Labour Market Review, Winter 1990/1991

*Note: Figures on numbers trained do not always match those on expenditure because some persons are trained or funded by two organisations. There is a small amount of double-counting in these figures.

* Statistics in this section are drawn from *"Total Training Expenditure in Ireland: Initial Estimates"* see Annex, 4

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Department of Education activity and expenditure on training programmes in 1989 are set out in the table below.

Expenditure by Education Authorities on Vocational Training for Young Persons in 1989 (IEP Million)

Programme	Number Trained	Total Expenditure
VPTP - under 18s	16,537	31.3
- 18 and over	3,544	7.1
- Total	20,081	38.4
Youthreach	467	1.2
Middle-level Technician	12,956	50.1
Higher Technical & Business Skill	6,396	8.3
Advanced Technical Skills	1,297	3.1
Apprentices	1,795	3.5
CERT Courses	1,733	4.5
Total	**44,725**	**109.1**

Source: FÁS, Labour Market Review, Winter 1990/1991

3.2.4
CERT courses are classified into third level college courses, VPTP courses, and courses for the unemployed. The former two are run in conjunction with the education system and the majority attending them are included in the education figures given above. CERT bears the cost of allowances and also pays a fee to the colleges in the case of third-level college courses. The total cost to CERT of these courses and other activities related to craft-level training was IEP 2.89 million in 1989. CERT programmes for the unemployed cost IEP 1.5 million and trained 940 persons.

Teagasc trained 5,335 young people on farm-related training programmes in 1989 at a total cost of IEP 8.14 million.

The National Rehabilitation Board collects statistics on training of people with disabilities. In 1989, 2,713 young people received training at a cost of IEP 30.2 million. The figures for persons aged over 25 were 1,991 trained, at a cost of IEP 22 million.

3.2.5
Thus, total expenditure on the above training courses by the five public bodies amounted to £270 million in 1989 in respect of about 90,000 trainees in total.

Irish national accounts data presents information on public authority expenditure on education. The sum total of this expenditure amounted to IEP 1,295 million in 1989 (including the vocational training element within the education system). Thus, the figure of IEP 270 million expenditure represents about one-fifth of the level of public expenditure on education in Ireland.

3.2.6
Preliminary national accounts aggregates for 1989 put net current expenditure by public authorities at IEP 3,683 million and GDP at market prices at ERP 23,919 million. Thus, the expenditure on training of IEP 270 million makes up 7.3% of public current expenditure.

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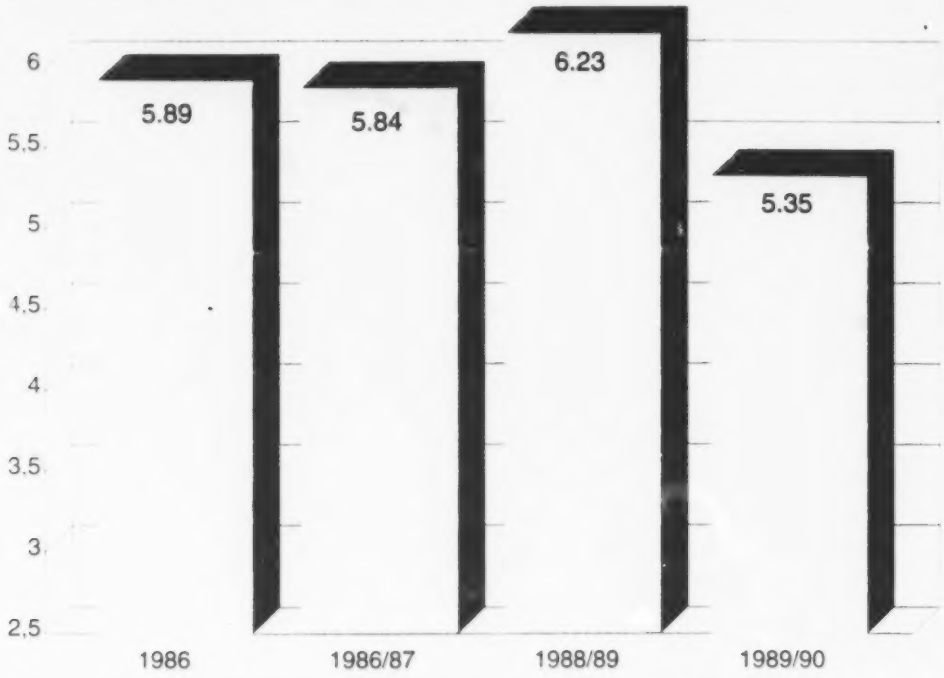
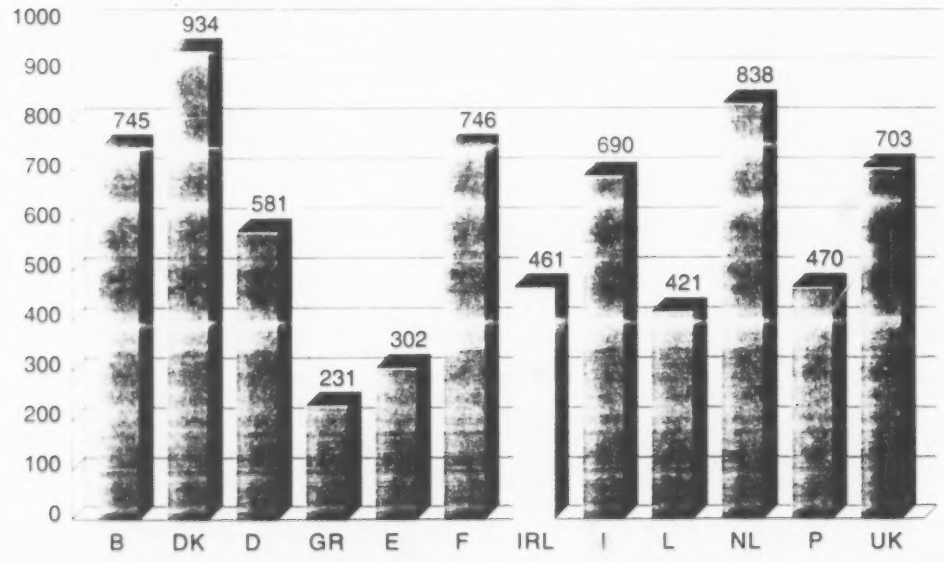
The following tables show the proportion of educational expenditure to gross domestic product in Ireland and the education expenditure per head of population in all EC Member States.

Public expenditure on education in Ireland (% of GDP)



Source: OECD: Education in OECD countries 1986/87 and 87/88
OECD in Figures (1991, 1992 and 1993 editions)

Public expenditure on education in 1985
(in purchasing power standard - PPS, per head of population)



Source: Eurostat - A Social Portrait of Europe 1991

Expenditure on continuing vocational training for the employed

3.2.7

No comprehensive or reliable data on training activity or expenditure on the employed has been available. In 1989 FAS, in association with the Market Research Bureau of Ireland, carried out a sample survey of training in industry and services. The results of this survey have been used to give a much more accurate estimate as to training periods and expenditure on employees in Ireland*. The relevant results are (for 1989):

- In industry and services, 206,800 employees (21%) receive, during one year, formal off-the-job training.
- On average, every employee receives 1 day of formal training a year.
- The labour cost of formal training is estimated to be IEP 58 per person in industry, and IEP 36 in the service sector.
- The total cost, including labour costs, of formal training amounts to IEP 95 million p.a. which is approximately 0.9% of total labour costs.
- Considering total non-agricultural employment, and both on- and off-the-job training, it is estimated that a total expenditure of IEP 215 million is incurred.

3.2.8

Information obtained from various administration sources is presented in this section which draws heavily on a study of the financing of continuing vocational training in Ireland conducted for CEDEFOP by O Suilleabhain and Kerr in 1989. Data shown below are taken from the CEDEFOP report unless otherwise indicated. It must be emphasised that some of the training programmes included in this section were also included in the statistics on training by main public providers above.

The following tables provides a summary of administrative data. They must be treated with great caution because of differing definitions used and a certain amount of double-counting. The table shows that about IEP 43 million of public money is being offset on training of employed people and up to 60,000 people are thereby benefiting. Details are provided in paragaphs 3.2.9 to 3.2.18.

* Statistics from *"Total Training Expenditure in Ireland: Initial Estimates"*

Publicly-funded and/or provided Training for the Employed

	Number Trained	Expenditure (IEP millions)
HEA courses	3,200	6.0
Technical Colleges	11,500	7.8
IMI	3,350	3.4
IPA	5,000	1.5
Civil Service T.C.	1,000	
FÁS		
- Sponsored Training	2,470	.5
- In-company Training	500	.03
- Night Courses	4,200	.34
Teagasc	8,000	3.3
CERT	4,800	1.1
FÁS MTSS	3,800	1.7
Apprentices	5,500	8.0
IDA	7,300	9.2
TOTAL	**60,620**	**42.87**

Source: FÁS, Labour Market Review, Winter 1990/1991.

HEA funded Institutions

3.2.9

Sixty-nine courses were identified as falling into a 'post-experience' category largely for employed people. In 1987/88, a total of 3,162 people were enrolled on such courses. It may be noted that 2,100 of these were teachers on in-service training courses. The HEA estimated the total cost-to-the-provider of these courses at approximately IEP 6 million.

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Technical/Technological Colleges

3.2.10

All part-time courses run in Regional Technical Colleges and Technological Colleges, in the range of vocational, professional and technical subjects were assumed to be continuing education/training. In 1985/86, a total of 11,481 people took such courses, of whom 8,069 were male. The total cost of such courses was estimated at IEP 7.8 million, approximately 10% of the expenditure of the institutions involved. The Department of Education's Middle-Level Re-Training Programme (MLRT) consists of short/part-time training courses for employees in small and medium-sized enterprises. In 1989, 3,715 persons were trained on such courses at a cost of IEP 2.9 million.

Irish Management Institute (IMI)

3.2.11

In 1986/87, IMI degree-level courses (run in conjunction with the universities) involved 45 persons with a cost of £240,000 in fees. Other full-time, non-qualification, courses were provided to 2,893 people entailing a total input of about 13,000 days. These cost IEP 2.86 million, funded through fees (IEP 2.13 million), the state (IEP 0.48 million), and the ESF (IEP 0.25 million). Finally, the IMI carried out 103 in-company training assignments amounting to 407 days at a cost of IEP 284,500.

Institute of Public Administration (IPA)

3.2.12

In total, about 8,000 public servants from all levels and services participate in IPA courses annually. It is estimated that the entire training budget of the IPA amounts to roughly 2.5 million. The sources of funding for this budget are: Fees (IEP 1.45 million), Levies on Local Authorities and Health Boards (IEP 0.45 million), State Grants (IEP 0.5 million) and Overseas Activities (IEP 0.1 million).

Civil Service Training Centre

3.2.13
In 1986, the Centre trained 1,038 people with total course days of 3,652. No financial information is presented in the CEDEFOP report.

FÁS

3.2.14
Although most FÁS training programmes are for the unemployed, FÁS also runs courses for employees of companies - charged for on a commercial basis. In 1989, FÁS trained 1,469 persons on such courses for which it received an income of IEP 508,000. In similar fashion, FÁS training advisers carry out special training assignments on behalf of companies. This activity has been much reduced in recent years and in 1989 only about 500 persons were trained in this way. Finally, FÁS runs night courses for the general public, including employed persons, persons not in the labour force, and some unemployed. However, only a minority of cases are participants paid for by their employers. In 1989, it is estimated that around 4,200 people attended such courses which cost IEP 337,000.

CERT

3.2.15
Although the main thrust of CERT's work involves initial training courses for apprentices to the industry, a considerable amount of training of employed persons also takes place. The CERT Annual Report for 1989 indicates that there were 2,400 participants on in-company training programmes, 2,230 on external training courses for managers and supervisors, and 160 on short management courses. Total expenditure was IEP 1.09 million.

Management Technical Support Scheme (MTSS)

3.2.16
This scheme (subsumed in 1990 into the Training Support Scheme) provided financial subsidies for employees to attend approved training courses in relation to management and supervisory functions. It also subsidised the provision of training courses to trade union officials and union-nominated-representatives. In 1989, a total of 3,859 persons attended courses subsidised under the scheme with a cost to FÁS of IEP 595,000.

Apprentices

3.2.17
Employed apprentices in their second to fourth year of apprenticeship can attend day or block release courses in educational institutions. The direct cost of these courses is borne by the educational authorities while FÁS makes a contribution to the wage costs of the apprentices. In 1988/89 about 5,500 apprentices attended such courses at a total cost estimated in the order of IEP 8 million.

IDA

3.2.18
The IDA has a number of programmes whereby firms may receive training grants. The largest of these relates to new industry whereby firms can receive funding for training costs, including wage costs, of persons requiring training. O Suilleabhain and Kerr present information on IDA-funded training in 1986 and 1987. Total expenditure is estimated in 1987 at IEP 17.3 million. Of this, 25-30% is estimated to be the direct cost of training with the remainder made up of indirect (eg wage) costs.

More recent information from the IDA indicates a total expenditure of IEP 10.6m on training in 1989. Breaking down the main components of this gives the figures in the following table.

IDA Training Expenditure

	ESF Supported	Non-ESF Supported	Total
No. of Trainees	3,555	3,734	7,289
Total Cost (IEP million)	3.76	5.49	9.25
- ESF	2.23		2.23
- Exchequer	1.53	5.49	7.02

Source: FÁS, Labour Market Review, Winter 1990/1991.

It may be noted that the majority of ESF-supported expenditure relates to the training of employees aged under 25 (92%).

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3.3 Certification

Introduction

3.3.1
Every organisation associated with vocational training is involved in updating and standardising, where practicable, their various qualification and certification systems. The process of evaluating and validating the various approaches has revealed an urgent need to bring about a more rational approach, based on a standards-led qualification. The objectives set are designed to harmonise national qualifications that lead to internationally-recognised certification. The following gives a brief outline of the ways in which the main training and certification organisations are setting about achieving their priorities:

- Department of Education
- NCVA
- NCEA
- FÁS
- CERT
- Teagasc
- An Bord Altranais
- BIM

The Department of Education, Examination Branch

3.3.2
The Department's Examinations Branch is responsible for the organisation of all the Department's examinations, the Junior Certificate and Leaving Certificate in particular. In the vocational area, it also organises a number of technological, commercial, and Junior and Senior Trade examinations. The latter must be passed before apprentices can be awarded the National Craft Certificate.

The National Council for Vocational Awards (NCVA)

3.3.3
The Council was set up in 1991 to develop a national certification system for vocational training programmes at second level. The composition of the NCVA includes participation by the relevant employer and trade union interests, reflecting the need to involve such interests in course development and validation, and in the certification process. The terms of reference of the Council are as follows:

- to structure vocational programmes on a modular basis;
- to develop an appropriate framework of levels of vocational qualification;
- to set assessment criteria and monitor standards;
- to certify participants' performance;
- to accredit the awards of other bodies, subject to certain criteria;
- to act as the National Agency for the recognition of vocational qualifications obtained in other member states of the European Community.

The National Council for Educational Awards (NCEA)

3.3.4
The NCEA is the statutory award-giving authority in the case of students who successfully complete certification, diploma and degree-level courses outside the universities in the following areas:

- technical, industrial, scientific, technological and commercial education;
- education in art and design.

The Council has two priorities:
- the establishment and maintenance of standards in all courses for which it grants national awards;
- that courses have a practical relevance and career orientation.

FÁS

3.3.5
FÁS has established a system of assessment and certification which is standards-based, and which functions within a framework of ascending skill levels: introductory, basic, intermediate and advanced. This framework is designed to correspond with agreed European training levels, and to enable transfer between the training and education systems.

It aims to:

- enable access to certification, regardless of training location;
- provide certification on the basis of skill levels attained rather than the programme attended;
- provide for progression to higher skill levels within FÁS training;
- establish links with existing qualifications, nationally and internationally.

While apprenticeship training is certified jointly by FÁS and the Department of Education, all other certification is undertaken jointly with the City & Guilds of London Institute. FÁS is also involved in negotiations with awarding bodies in other member states of the EC.

CERT

3.3.6
The National Craft Curricula and Certification Board for the Hotel, Catering and Tourism Industry was established by CERT in 1982, following consultations with the Department of Education, the industry, and the Irish Vocational Education Association. The Board operates under the auspices of CERT and the Department of Education. Since 1992, the name was altered to the National Tourism Certification Board.

The NTCB, through its committees, undertakes research into industry and education needs, the design of training courses, implementation of assessment procedures, and the award of certificates. The certificates awarded to trainees are recognised throughout the industry in Ireland, and throughout the EC.

TEAGASC

3.3.7
Teagasc provides and certifies a wide number of courses in agriculture and horticulture. Some courses in RTCs qualify participants for a National Certificate or Diploma, awarded by the NCEA. It is also possible to pursue a number of courses at degree level in the National University Colleges in Dublin and Cork.

An Bord Altranais (ABA)

3.3.8
An Bord Altranais is the State body responsible for the training of nurses in Ireland. While ABA endorses certificates for a range of courses, the primary focus of the nurse qualification is on the achievement of registration, which certifies the person's competence to practise as a nurse. Nurses registered by An Bord Altranais can practise in all EC countries.

Bord Iascaigh Mhara (BIM)

3.3.9
Bord Iscaigh Mhara (The Irish Fisheries Board), is the State Agency responsible for the development of the sea-fishing industry and, since 1978, has responsibility for all aspects of the industry's training needs. A number of bodies, eg Health und Safety Executive (Ireland and UK); NCEA; City and Guilds; Department of Trade and Industry (UK); are involved in certifying achievement. The Department of the Marine has statutory responsibility for BIM, and, since many certificates issued are, in effect, licences to practise, they must be issued and endorsed by the Department. The Board is continually expanding its courses' certification to conform to the highest internationally accpted standards, on a formalised basis.

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4.1 Introduction

4.1.1

Although the Irish economy performed very well in the late 1980s, it still failed to generate enough employment growth to significantly reduce the very high levels of unemployment. The current recession has exacerbated the unemployment problem, and recent forecasts suggest that high levels of unemployment will continue to be a feature of the economy for the rest of the decade. The pressures of the Single European Market, and the drive to reduce the gap between living standards in Ireland and more developed countries in the EC, are also important determinants of government policy. The recent upheavals in the currency markets have led to new pressures on the Irish economy. Although the Irish economy's underlying position is strong, there is considerable uncertainty about the short-term future and a desire to examine further measures which could be taken to improve the economy's performance, especially in relation to employment creation and a reduction in unemployment.

4.1.2

Vocational training policy is not the sole responsibility of one government department in Ireland. Rather, vocational training is important to a range of departments - most particularly the Department of Labour, in relation to labour market policy, the Department of Education, as part of education policy, and the Department of Industry and Commerce, in relation to industrial development policy. Other departments also have roles - e.g. Health and Agriculture. Within the last couple of years, all these departments have been reviewing their overall policies, including those for vocational training, and the government has been making appropriate decisions in the light of these reviews. However, this process is still underway so that it is not possible in many cases to report to government decisions at the time of writing (September 1992).This section will outline recent documents and proposals in relation to vocational training in Ireland and will also refer to the European dimension of training.

The main policy documents to appear over the last two years are:

- The Programme for Economic and Social Progress
- The Industrial Policy Review Group report
- The Green Paper on Education

These will be summarised in turn.

CEDEFOP

4.2. Programme for Economic and Social Progress (PESP)

4.2.1
The government agreed with the social partners and other interest groups in early 1991 a Programme for Economic and Social Progress (PESP). The Programme is likely to last for a period of three years. The key objectives of the programme include the promotion of economic growth, increased employment, a major assault on long-term unemployment, measures in relation to social development, equity in taxation and the development of worker participation and rights.

4.2.2
One component of PESP is education/training. The objectives set are:

- The provision of a broadly-based education for all ability levels during the compulsory cycle of education.
- The encouragement and provision of facilities to help pupils to continue in full-time education during the post-compulsory period (16-18) by the provision of a range of education/training programmes geared to the pupils' abilities and aptitudes.
- With urgency, to address the needs of those with educational difficulties and the 'under achievers' during the compulsory cycle.
- The provision of 'second-chance' education/training for those who have left the system prematurely.
- The provision of facilities for mature students to upgrade their education and/or training levels.

4.2.3
A number of measures are set out to achieve these aims including the provision of staffing and financial resources. The PESP also indicates that the Vocational Training Opportunities Scheme for the long-term unemployed will be further developed and expanded, as will the Youthreach Scheme for early school-leavers and other literacy and community programmes. Strategies for continuing and adult education will be addressed within available resources by providing skill training for those completing their formal schooling so as to equip them for the world of work, providing for those who leave the school system prematurely, facilitating mature (older) students within the educational system in upgrading their education or training levels, and co-operating with FÁS in relation to its training remit for the workforce.

4.2.4
The PESP also outlines the commitment of government and social partners in the area of equality and equal opportunities. In relation to training, the PESP notes the expansion, undertaken by FÁS under the previous Programme for National Recovery, of opportunities for women to take up careers in non-traditional areas. This was achieved through the FÁS Positive Action Programme which included among its features precise target-setting and pre-apprenticeship courses. The PESP indicates that these targets will be increased, particularly as regards pre-apprenticeship training and courses designed to prepare more women for FÁS mainline training programmes.

4.2.5
A Co-operative Development Council and Co-operative Unit were established within FÁS under the terms of the Programme for National Recovery in 1988. The Council and Unit have since developed a wide range of promotional activities, business support, innovative training programmes and research with the aim of helping promote and develop workers' co-operatives. The PESP confirms the government's intention to work of these bodies for a further period and to progressively increase their budget.

4.2.6
The PESP sets out the agreement of government and the social partners to develop a new apprenticeship system which would:

- be based on standards-achieved rather than time-served;
- ensure a satisfactory balance between supply of, and demand for, apprentices; and
- reduce the financial cost to the State while maintaining quality.

4.2.7
The PESP indicates that the funding of the new system will be discussed by government with the trade union and employer organisations in the Central Review Committee of the PESP. This has now been done and agreement has been reached to fund the off-the-job wage costs of apprenticeship through a 0.25% levy on employers in the four sectors of the economy where apprenticeship is most important. (More details of the new apprenticeship system have been given in paragraphs 2.2.10 to 2.2.28)

4.2.8
The government also agreed a new integrated approach to measures for the long-term unemployed. The approach is designed to implement a community response in particular local areas. This new 'Area-Based Strategy' will have local communities as the primary movers, will integrate the various existing initiatives of the State bodies, and will have a two-part modular approach. One set of modules will include education, social welfare, health, training and manpower measures. The other will include enterprise creation and employment opportunities in firms.

4.2.9
Twelve local areas, including both urban and rural communities, were selected to pilot the approach. In these areas, Local Partnership Companies have been established representing community interests, public service providers, local authority officials, and social partner representatives. These companies have analysed local needs and opportunities and developed plans to meet these needs. The plans are then implemented by the relevant public authorities (who maintain responsibility in deciding controls and expenditure in respect of their activities). National co-ordination for the development of the area-based approach rests with the Central Review Committee of the PESP.

4.3 The Industrial Policy Review Group

4.3.1

The Minister for Industry and Commerce established a group to review industrial policy in 1991. The group primarily consisted of persons from Irish business. The group commissioned a large number of background reports and published its main report *"A Time for Change: Industrial Policy for the 1990s"* (commonly called *'The Culliton Report'*), and the background reports in early 1992. The report of the group has received widespread attention and the government has expressed its agreement in principle with it. The government established a working party to recommend measures to implement the report. The first recommendations of the working party have been submitted to government and the government, in September 1992, announced certain decisions. Specifically, the government has decided to create a new *'super agency'* to oversee industrial development in Ireland, thereby bringing together a number of separate agencies which were responsible for industrial development promotion, marketing, and technology development. It has also indicated that certain aspects of FÁS in relation to company training should be transferred to the new agency. No exact specification of the changed roles of FÁS and the new agency in relation to training has been announced at the time of writing.

4.3.2

The report made a number of recommendations in relation to education, enterprise and technology. Firstly, it recognised the importance of education and training in relation to industry, and, more generally, overall economic welfare. However, the report was quite critical of the existing provision of education and training to meet Irish industry's needs.

A summary of the report's main recommendations in this regard are presented below.

- The value and contribution of productive enterprise to Ireland's future should be emphasised at all educational levels, so as to de-emphasise the bias towards the liberal arts and traditional professions.
- A higher priority must be attached in the education system to the acquisition of usable and marketable skills. This is evident both from the perspective of the requirements of industrial development and for the unemployment prospects and self-fulfilment of young people.
- A high-quality and respected stream of technical and vocational education, with a new curriculum and close involvement of industry, should be developed. The academic subjects should not be neglected in this stream. The approach and standards of continental countries, such as Germany, should be the model.
- Training for those at work is inadequate, considering the skill deficiencies that exist, especially at intermediate production level. It must become a priority.
- There should be no subsidies or grants for firm-specific training. But good general training needs both subsidy and a new approach, with additional emphasis on enterprise, productive systems and technology application.
- The provision of training for work is inadequate. New structures are need to remedy the situation. An institutional re-organisation of FÁS should be adopted to reflect the sharp distinction between support activities for the unemployed and industry-relevant training.
- A greater proportion of FÁS resources and activities should be allocated to industry-relevant training.

4.3.3

Since the publication of the report there has been considerable discussion of the merits of its conclusions in relation to education and training. Although by no means all have been accepted, it is likely that the report will remain an important influence in the development of educational and training policy.

4.4 Green Paper on Education

4.4.1
The government published, in June 1992, a Green Paper entitled *"Education for a Changing World"*. This Green Paper sets out the government's proposals for the development of education in Ireland over the coming years. Following a period of consultation and debate, the government intends to prepare a White Paper (setting out government policy), and a series of Education Bills to provide the legislative framework for a reformed structure.

The Green Paper cover the whole area of education in Ireland and includes those aspects of vocational training provided within the education system. Some of the main points relating to vocational training are presented below.

4.4.2
The number of persons within the education system has expanded rapidly over the last two decades in Ireland. There is now a decline in the number of pupils at primary level, and the numbers entering second level will fall over the rest of the century. However, increases in participation rates after the end of compulsory schooling will mean that the total numbers in second level education will remain broadly stable and the numbers following post-second level education and training will increase.

4.4.3
It is intended that by the end of the decade the proportion of pupils completing the Senior Cycle of education will have risen from 73% at present to 90%. Currently, about 40% of the age group proceed to third level education and further 20% go on to vocational preparation and training courses. By mid-decade these percentages are expected to increase to 45% and 25% respectively. It is also intended to raise the minimum school-leaving age from 15 to 16. Overall, the number of persons following full-time vocational training programmes within the school system has risen from practically zero fifteen years ago, to 15,000 in 1991, and a projected 30,000 in the year 2001.

4.4.4
The Green Paper addresses issues related to the curriculum of second level education. It proposes a number of changes to allow for a greater relationship with working life and vocational concerns. Specifically, it proposes the introduction of a new Technology and Enterprise subject into the curriculum. It also aims to rapidly expand the proportion of young persons following the Leaving Certificate Vocational Programme from 5% to 30% of the Senior Cycle.

4.4.5
The Green Paper describes the proposed developments in vocational education and training for young persons as follows:

> *Starting from a more vocationally-orientated base within the school system ... it is proposed to bring the various elements of vocational education and training together into a more cohesive, modularised and graduated system, which would include employer and trade union interests and which would provide the opportunity for all participants to develop progressively their vocational skills. An essential feature of such a system would be a co-ordinated set of national arrangements for the provision of vocational education and training programmes and for the assessment, certification and accreditation of knowledge, skills and competence attained.*

4.4.6
The Green Paper goes on to propose that, within the broad categories of Vocational Preparation and Training programmes, all vocational training programmes should be reconstituted progressively under an extended training system, modelled on the dual system.

4.4.7
As regards certification, the Green Paper proposes to establish a new body, the Council for Educational and Vocational Awards, which would have a wide remit covering all aspects of vocational training provided by both the education and training agencies, including apprenticeship training, as well as taking over the role of the National Council for Educational Awards in relation to third level courses outside the university sector. The new body would contain representatives of education, training and business interests, including the social partners. In this way, it is intended that a common certification system, with national and international standing, would be established for all levels and aspects of vocational training. Course structure would be modular, graded by levels and standards-based.

4.4.8
As regards continuing education and training, the Green Paper acknowledges the important role played by Vocational Education Committees. Among the areas identified for further development are adult literacy and vocational training programmes for the long-term unemployed. The Green Paper states that a comprehensive range of remedial literacy programmes will be developed, a survey of the extent of the problem undertaken, and further measures adopted in consultation with FÁS and other education and training agencies. The Paper also notes the success of the Vocational Training Opportunities Scheme, started in 1989, in providing opportunities for the long-term unemployed. It states that the scheme will be further developed and expanded. (It should be noted that the government has recently announced a significant expansion of the scheme.)

4.5 White paper on Manpower Policy

A white Paper on Manpower Policy, setting out government policy in this area, was published in 1986. Although covering manpower policy in general, this document gave particular attention to the roles and policies of the labour market agencies. Following this, FÁS was established and a number of other measures taken to improve the range of manpower services. A new White Paper is due to be published at the end of 1992 but no information is yet available on its contents.

4.6 The European Influence on Training in Ireland

4.6.1
Irish training policy and practice has been strongly influenced by the European Community. This happened through EC Directives and Resolutions, through the financial support of the European Social Fund, through Irish participation in special EC programmes, and through the general exchange of people and knowledge which has taken place. It is not intended to itemise these aspects here. However, a flavour of their importance will be presented.

4.6.2
Firstly, as regards general EC policy, Ireland has, to the greatest extent possible, attempted to respond to EC advice and directives so that training policy in Ireland benefits from the best experience in Europe and meets the common objective of the Community. For example, Ireland implemented the idea of a *"Social Guarantee for Young People"* in line with EC recommendations during the '80s. It has also attempted to gradually increase the systematic certification of training programmes in the context of the EC's five levels of training. Other policy directions include the increased emphasis on continuing training. The pendulum has swung in Ireland, as in the EC as a whole, away from a preoccupation with training for young people at the beginning of the '80s, to a recognition of the importance of continuing training. At the same time, policy in Ireland has had to recognise certain economic and labour market conditions which differentiate the context of training from that in mainland Europe. For example, the very high levels of unemployment and the continued high numbers of young persons leaving school mean that particular Irish policy responses are required.

4.6.3
The availability of European Social Fund support for a number of training measures has had a major influence on public training provision in Ireland. In view of Ireland's relative level of economic prosperity compared to the EC as a whole, and the need for government expenditure restraint throughout the last decade, there would have been considerably less training provision without the financial assistance of the EC. The EC has also had an influence on the nature and operation of the training programmes run through the conditions imposed on the grant of funds. In particular, funds are presently provided within the context of the Community Support Framework for Ireland under eight operational programmes. The Department of Labour is the designated national authority for all matters relating to the European Social Fund. Of the IEP 2.8 billion which Ireland will receive from the Community Support Framework in the five years to 1993, IEP 1,069 million (in 1989 prices) will come from the ESF in relation to training and related manpower programmes. In 1991, ESF receipts totalled IEP 371 million of which the main beneficiaries were the Department of Education (IEP 164 million), FÁS (IEP 134 million), NRB (IEP 32 million) and CERT, Teagasc and the IDA (each about IEP 10 million).

4.6.4
Another influence of the European Community has been felt through the various EC programmes specifically orientated to aspects of training, and in the broader sense, manpower policy. A small country like Ireland inevitably does not have the resources to research or develop state-of-the-art training practices on its own. It must, therefore, devote considerable efforts to understanding and adapting the best practice from overseas. Thus Ireland has enthusiastically participated in the many EC programmes such as EUROTECNET, COMETT, FORCE, PETRA, EUROFORM, and LINGUA as well as the work of CEDEFOP. These activities have, in their respective ways, allowed the Irish public authorities and individual organisations, schools, businesses, etc, to run new and improved programmes of training.

4.6.5

Some EC-sponsored training programmes involve participants spending a period of time overseas. Such an experience has been highly welcomed by the participants because of the extra dimension of learning it brings. It also contributes to the more general goal of integrating the peoples of the European Community. It is hoped that the overseas element in training programmes will continue to develop.

4.6.6

Finally, reference should be made to the European dimension of training in respect of the relatively large numbers of young persons in Ireland who emigrate for work overseas. While traditionally this emigration was largely to the United Kingdom, the USA and English-speaking countries in the British Commonwealth, there is an increasing trend to emigrate to other EC countries. The Irish authorities have been responding to this trend by using the European Employment Service System (EURES) to establish information on job opportunities and living conditions, by establishing bilateral co-operative links with employment service offices in Germany and the Netherlands, by increasing the number of Irish persons receiving some of their training in such countries, and by increasing the attention given to language training. In addition, Ireland has been co-operating in the efforts to achieve mutual recognition of qualifications within the EC while also making direct recognition agreements with some Member States in relation to certain groups of qualifications. These developments are expected to be extended over the coming years.

ANNEXES

Annex 1

List of Abbreviations

AnCO
The Industrial Training Authority

AONTAS
The National Association of Adult Education

BIM
The Sea Fisheries Board

CAP
Common Agricultural Policy

CERT
Council for Education, Recruitment and Training (Hotels, Catering and Tourism Industry)

CII
Confederation of Irish Industry

CSO
Central Statistics Office

CSTC
Civil Service Training Centre

CYTP
Community Youth Training Programme

EURES
European Employment Service System

FÁS
The Training and Employment Authority

FIE
Federation of Irish Employers

HEA
Higher Education Authority

IBEC
Irish Business and Employers' Confederation (CII and FIE amalgamated)

ICTU
Irish Congress of Trade Unions

IDA
Industrial Development Authority

IMI
Irish Management Institute

IPA
Institute of Public Administration

MTSS
Management Technical Support Scheme

NCCA
National Council for Curriculum and Assessment

NCEA
National Council for Educational Awards

NCVA
National Council for Vocational Awards

NESC
National Economic and Social Council

NRB
National Rehabilitation Board

NTCB
National Tourist Cerfification Board

PESP
Programme for Economic and Social Progress

REHAB
The Rehabilitation Institute

RTC
Regional Technical College

SFADCO
Shannon Free Airport Development Company
(The Shannon Regional Development Authority)

SIPTU
Services, Industrial, Professional and Technical Union

Teagasc
The Agriculture Advisory Board

UCD
University College Dublin

VEC
Vocational Education Committee

VPTP
Vocational Preparation and Training Programme

VTOS
Vocational Training Opportunity Scheme

Annex 2:

Relevant Organisations

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Central Statistics Office (CSO)
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The State Tourism Training Agency (CERT)
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Confederation of Irish Industry (CII)
Irish Business and Employers Confederation (IBEC)
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National Council for Vocational Awards
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National Economic and Social Council
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National Rehabilitation Board (NRB)
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IRL-Dublin 4
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Town Centre
Shannon
IRL-Co. Clare
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Agriculture and Food Development Authority (TEAGASC)
19 Sandymount Avenue
IRL-Dublin 4
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IRL-Gaillimh (Galway)
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Annex 3

Important dates in the development of the training system

1885	First City of Dublin Technical School
1889	Technical Instruction Act
1893	Technical Education Association formed
1899	Agriculture and Technical Instruction Act
1921	Estabishment of Irish Free State
1926/27	Commission on Technical Education Report
1930	Vocational Education Act
1931	Apprenticeship Act
1943	Commission on Vocational Training
1947	Group Certificate established
1959	New Apprenticeship Act
1960	National Apprenticeship Boards started
1963	CERT established
	Farm Apprenticeship Board
1964	Farm Apprenticeship Scheme
1965	White Paper on Manpower Policy
1966	Department of Labour established
	Investment in Education report
1967	Industrial Training Act
	AnCO (The Industrial Training Authoity) set up
	NRB (National Rehabilitation Board) set up
	Report on Technical Education
1968	HEA (Higher Education Authority) set up
1969	Network of Regional Technical Colleges begun
1971	Trainee Farmer Scheme
	National Manpower Service
1972	NCEA (National Council for Education Awards) set up
1976	Revised Apprenticeship Scheme
1978	BIM (The Irish Fisheries Board) established
1982	The Youth Employment Agency set up
1984	The Social Guarantee for Young People
	Major Extension of VPT Programme
1986	White Paper on Manpower Policy
1987	NCCA (National Council for Curriculum and Assessment) set up
	Labour Services Act
1988	FÁS (The Training and Employment Authority) set up
	Teagasc (Agricultural Training Organisation) set up
1989	VTOS
1991	NCVA (National Council for Vocational Awards) set up
1992	New Junior Certificate
	Green Paper *Education for a Changing World*
	New Apprenticeship Scheme in development for introduction in 1993.

Annex 4

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FÁS

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1985, NESC

Review of National Policy for Education in Ireland.
1991, OECD

Annex 5:

Glossary

The following brief list of terms and explanations on how they have been used in this report, has been prepared by the author. It makes no claim to be an authoritative terminological work. In this context, we would refer you to CEDEFOP's ongoing activities in the field of terminology and vocational training. Those interested in this work should contact Frau Linshöft-Stiller in CEDEFOP.

BLOCK RELEASE
Is the system whereby a trainee or apprentice is released from work to attend a continuous period of "off-the-job" training in an approved centre.

COMMUNITY GROUPS
The concept of community involvement in relation to training describes a situation in which local voluntary non-profit groups either oversee and/or provide training opportunities for persons in their localities.

DEPARTMENT
In Ireland is used to describe a government ministry.

EXCHEQUER GRANT-IN-AID
Government funding is made through funds given in "Grant-in-aid" to government departments. Exchequer funding has the same sense as government funding.

STATUTORY
This means that the matter is determined through legislation.

TRAVELLERS
This term is used to describe a section of Irish society who tend to lead a nomadic form of life. The term "itinerant" is also used to describe these people.

WORK EXPERIENCE
"Work experience" is used in Ireland to describe a facility through which persons in education or training courses undergo a period of practical in-company work.

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